

DRAFT

New Mexico High School

Graduation Manual

**Class of 2022**



TABLE OF CONTENTS

**New Mexico Diploma of Excellence3**

Coursework Requirements4

Competency Requirements5

**Demonstrations of Competency** **7**

Mathematics 7

Reading 9

Writing11

Science13

Social Studies 15

Glossary 17

Appendices19

**Appendix A:** Level One Assessments19

**Appendix B:** Level Two Assessments 21

**Appendix C:** End-of-Course Assessments22

**Appendix D:** Industry-Recognized Credentials and Certifications23

**Appendix E:** Programs of Study (by content area)25

**Appendix F:** Programs of Study Required Coursework26

**Appendix G:** Scores Defined as Approaching Expectations29

**Appendix H:** New Mexico Statute (NMSA)30

**Appendix I:** New Mexico Administrative Code (NMAC)34

Frequently Asked Questions41

**New Mexico Diploma of Excellence**

Students in New Mexico must meet both **coursework** and **competency** requirements in order to earn a New Mexico Diploma of Excellence.

In order to graduate from high school, students in New Mexico are required to meet the graduation requirements defined in Section 22-13-1.1 Graduation Requirements NMSA 1978. (See **Appendix H** for full text.) Students must complete a minimum of twenty-four credits with at least one of the credits being an advanced placement (AP) or honors course, a dual-credit course, or a distance learning course.

Students must also demonstrate competency in the five core content areas: mathematics, reading, writing, science, and social studies. Students primarily demonstrate competency by meeting the score for proficiency on the standards-based assessments taken annually by all New Mexico students. Students who do not demonstrate competency on the primary assessments may leverage alternative assessments or competency-based alternatives.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Coursework Requirements | |  | Competency Requirements | |
| Content Area | **Coursework** |  | **Content Area** | **Primary Assessment** |
| English Language Arts  (Reading & Writing) | 4 credits | **English Language Arts**  **(Reading & Writing)** | PARCC ELA Grade 11 |
| Mathematics | 4 credits including Algebra II |  | **Mathematics** | PARCC Geometry, Algebra II, or Integrated Math II or III |
| Social Studies | 3.5 credits |  | **Social Studies** | End of Course Exam |
| Science | 3 credits (including 2 labs) |  | **Science** | Grade 11 Science Assessment |
| Physical Education | 1 unit |  |  | |
| Health | 0.5 unit |  |
| Career Cluster, Workplace Readiness, or Language | 1 unit |  |
| Electives | 7.5 units |  |

**New Mexico Diploma of Excellence**

Coursework Requirements

|  |  |  |
| --- | --- | --- |
| Content Area | Required Coursework | Options |
| Mathematics | **4** credits of math in high school including Algebra II (or equivalent) unless excused in junior Next Step Plan. | * Algebra I (2031) * Geometry (2034) * Algebra II (2041) * Applied Math (2024) * Probability and Statistics (2029) * Fractal Mathematics (2039) * Algebra II/Trig (2044) * Financial Literacy (2097) * Integrated Pathway: Math I (2080) * Integrated Pathway: Math II (2081) * Integrated Pathway: Math III (2083) * AP Courses * Courses at a higher level than Algebra II |
| Reading and Writing | **4** credits of English with major emphasis on grammar, nonfiction writing, and literature. | * English Language Arts (ELA) 1 (1001) * ELA 2 (1002) * ELA 3 (1003) * ELA 4 (1004) * SREB Literacy Ready (1037) * AP courses covering the required content |
| Science | **3** credits of science  (**2** credits must include laboratory component) | * Secondary courses under STARS codes in the 1700s. |
| Social  Studies | **3.5** credits to include US History and Geography, World History and Geography, Government and Economics, and 0.5 credit of NM History. | * US History and Geography (2729) * World History and Geography (2706) * 0.5 US Government (2730) * 0.5 Economics (2741) * 0.5 NM History (2717) * AP courses covering the required content |
| Physical Education | **1** unit in physical education. | **Options vary by school and may include**:   * Marching band * JROTC * Interscholastic sports sanctioned by the New Mexico Activities Association. |
| Career Cluster, Workplace Readiness, Language | **1** unit in a career cluster course, workplace readiness, or a language other than English. | **Options vary by school.** |
| Electives | **7.5** elective units that meet department content and performance standards. | **Options vary by school. Examples include:**   * Student service learning * Pre-apprenticeship programs * Media literacy * Additional courses in core subjects |
| Health | **1** course (0.5 or 1 credit) | * Health (1401) as an elective unit above (E) or as completed in middle school (MS) |
| At least one course must be Honors, Advanced Placement, Dual Credit, or Distance Learning. Districts and charter schools may add additional courses to reflect local credit requirements for graduation. | | |

**New Mexico Diploma of Excellence**

Competency Requirements

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Primary**  **Assessments** |  | **Alternative**  **Assessments** |  | **Competency-Based Alternatives** |
| Students demonstrate competency by earning a passing score on the primary assessments. |  | Students demonstrate competency by earning a passing score on a level one assessment, level two assessment, or End-of-Course (EOC) exam. |  | Students demonstrate competency by meeting additional criteria and the requirements for an industry-recognized credential or certificate, a program of study, dual credit, or a standards-based portfolio. |

**Primary Assessments**

All New Mexico high school students take the primary assessments, with the exception of students taking the New Mexico Alternate Performance Assessments (see “*Students with Individualized Education Programs*” below).

Students not demonstrating competency on the primary assessments may leverage alternative assessments or competency-based alternatives to meet competency requirements as long as they meet additional requirements.

|  |
| --- |
| **Students with Individualized Education Programs (IEPs)** |
| **Individualized Passing Scores and NMAPA**  Certain students with disabilities may have differentiated high school graduation options outlined in their IEPs. These students will take the primary assessments, but the student’s IEP team sets different passing scores.  Students with severe cognitive impairments that affect the student in multiple settings (school, home, and community) may leverage the New Mexico Alternate Performance Assessment (NMAPA) in each of the five core content areas. The student’s IEP team determines the appropriate passing scores for the student. |

**Alternative Assessments**

Students using an alternative assessment have three options:

* Level one assessments
* Level two assessments
* End-of-Course exams

The requirements for each type of assessment differ, and all three assessment types must align with the specific content area for competency. **Appendices A – C** provide an overview of the eligible assessments and their passing scores.

**New Mexico Diploma of Excellence**

Competency Requirements

**Competency-Based Alternatives**

Competency-based alternatives have additional requirements that are not required for use of an alternative assessment. Industry-recognized credentials and certificates, programs of study, and dual credit coursework are options for all five content areas. Standards-based portfolios are options for the content areas of writing, science, and social studies. Competency-based alternatives must align with the specific content area for competency.

**Industry-Recognized Credential or Certificate**

* Non-degree award for demonstrating competency in specific technical skills
* Qualify a student for a specific occupation
* Credentials and certificates offered vary by school
* **Appendix D** provides a list of the credentials and certificates qualifying for use as a competency-based alternative by content area

**Program of Study**

* Aligned to one of the sixteen career clusters defined in the [**New Mexico Career Clusters Guide**](https://webnew.ped.state.nm.us/wp-content/uploads/2018/03/CareerClustersBook_2016_NM_all_FINAL-REV_12.9.16.pdf)
* Students must complete at least three courses in a defined course sequence and earn a GPA of at least 3.0
* Courses from different programs of study cannot be mixed together
* Courses must be taken in sequence to qualify as a competency-based alternative
* **Appendix E** provides a full listing of the programs of study approved for use as a competency-based alternative in each content area
* **Appendix F** outlines the course requirements for each program of study in the correct sequence

**Dual Credit Coursework**

* Course must be transferrable as a credit in the specific content area at the partner institution of higher education
* Remedial courses and coursework that transfers as an elective credit may not be used to demonstrate competency
* Final GPA in course of 3.0 or higher
* Dual credit course offerings are unique to each school

Each district’s offerings can be found in the master agreement between the district and the institution of higher education. Agreements are posted on the NMPED website under [**Dual Credit Appendices**](https://webnew.ped.state.nm.us/bureaus/college-career-readiness/dual-credit/dual-credit-appendices/).

**Standards-Based Portfolios**

* Options for demonstrating competency in the content areas of writing, science, and social studies
* Graded by local review teams using rubrics developed by the PED
* Local review teams are appointed by the district or charter and trained by the PED

**Certificate of Completion:** If at the end of grade twelve a student has not demonstrated competency of state standards in the core content areas, the student shall be issued a certificate indicating course credits earned and grade level completed. Students issued a certificate may provide alternative demonstrations of competency within five years of exiting a public school or state educational institution in order to satisfy competency in required core content areas and earn a New Mexico diploma of excellence.

**Demonstrations of Competency**

Mathematics Overview

**Students can demonstrate competency in mathematics in three different ways.**

**1.** Students can demonstrate competency on the primary demonstration of competency:

|  |  |  |  |
| --- | --- | --- | --- |
| Mathematics Primary Demonstrations of Competency | | | |
| PARCC Algebra II | PARCC Geometry | PARCC Integrated Math II | PARCC Integrated Math III |

Student earns

a 4 or 5 on

PARCC Math\*

Competency successfully demonstrated

**2.** Students can demonstrate competency using an alternative assessment:

Competency successfully demonstrated

Student takes PARCC Math **one** time and earns below a 4\*

Student earns a passing score on a **level one assessment**

Student earns a passing score on a **level two assessment or EOC**

Student takes PARCC math **two or more** times and earns below a 4\*

**OR**

Competency successfully demonstrated

**Level One** assessments and their passing scores are defined in **Appendix A.**

**Level Two** assessments and their passing scores are defined in **Appendix B.**

**EOCs** and their passing scores are defined in **Appendix C.**

\*Students whose IEPs establish individualized passing scores should default to their individualized score when determining demonstration of competency.

**3.** Students can demonstrate competency using a competency-based alternative:

Student takes PARCC Math **two or more** times and scores below a 4

**One of the following…**

Earn acceptance to a four-year institution of higher education (without a universal acceptance policy) + completed FAFSA

Earn a GPA of at least 3.0 in math coursework required for graduation

Earn a 3 on PARCC Math

Enroll in and pass no fewer than four courses in senior year (one of which must be algebra II, geometry, integrated mathematics II, or integrated mathematics III)

Earn an offer letter from a branch of the United States military

Earn acceptance into a registered apprenticeship approved by the Department of Workforce Solutions

Complete a paid internship for credit over the course of at least one full semester

Competency successfully demonstrated

**Industry-Recognized Credential or Certificate**

**Program of Study**

**Dual Credit Coursework**

**OR**

**OR**

**Industry-Recognized Credentials and Certificates** are defined in **Appendix D.**

**Programs of Study** are defined in **Appendix E-F.**

**Demonstrations of Competency**

Reading Overview

**Students can demonstrate competency in reading in three different ways.**

**1.** Students can demonstrate competency on the primary demonstration of competency:

|  |  |  |
| --- | --- | --- |
| Reading Primary Demonstration of Competency | | |
| Grade 11 PARCC English Language Arts (ELA) | **OR** | Grade 11 PARCC ELA, Reading Subscore |

Student earns

a 4 or 5 on

PARCC ELA\*

Competency successfully demonstrated

**2.** Students can demonstrate competency using an alternative assessment:

Competency successfully demonstrated

Student takes PARCC ELA **one** time and earns below a 4\*

Student earns a passing score on a **level one assessment**

Student earns a passing score on a **level two assessment or EOC**

Student takes PARCC ELA **two or more** times and earns below a 4\*

**OR**

Competency successfully demonstrated

**Level One** assessments and their passing scores are defined in **Appendix A.**

**Level Two** assessments and their passing scores are defined in **Appendix B.**

**EOCs** and their passing scores are defined in **Appendix C.**

\*Students whose IEPs establish individualized passing scores should default to their individualized score when determining demonstration of competency.

**3.** Students can demonstrate competency using a competency-based alternative:

Student takes PARCC ELA **two or more** times

and scores below a 4

**One of the following…**

Earn acceptance to a four-year institution of higher education (without a universal acceptance policy) + completed FAFSA

Earn a GPA of at least 3.0 in reading coursework required for graduation

Earn a 3 on PARCC ELA

Enroll in and pass no fewer than four courses in senior year (one of which must be a course in grade 12 reading)

Earn an offer letter from a branch of the United States military

Earn acceptance into a registered apprenticeship approved by the Department of Workforce Solutions

Complete a paid internship for credit over the course of at least one full semester

**Competency successfully demonstrated**

**Industry-Recognized Credential or Certificate**

**Program of Study**

**Dual Credit Coursework**

**OR**

**OR**

**Industry-Recognized Credentials and Certificates** are defined in **Appendix D.**

**Programs of Study** are defined in **Appendix E-F.**

**Demonstrations of Competency**

Writing Overview

**Students can demonstrate competency in writing in three different ways.**

**1.** Students can demonstrate competency on the primary demonstration of competency:

|  |  |  |
| --- | --- | --- |
| Writing Primary Demonstration of Competency | | |
| Grade 11 PARCC English Language Arts (ELA) | **OR** | Grade 11 PARCC ELA, Writing Subscore |

Student earns

a 4 or 5 on

PARCC ELA\*

Competency successfully demonstrated

**2.** Students can demonstrate competency using an alternative assessment:

Competency successfully demonstrated

Student takes PARCC ELA **one** time and earns below a 4\*

Student earns a passing score on a **level one assessment**

Student earns a passing score on a **level two assessment or EOC**

Student takes PARCC ELA **two or more** times and earns below a 4\*

**OR**

Competency successfully demonstrated

**Level One** assessments and their passing scores are defined in **Appendix A.**

**Level Two** assessments and their passing scores are defined in **Appendix B.**

**EOCs** and their passing scores are defined in **Appendix C.**

\*Students whose IEPs establish individualized passing scores should default to their individualized score when determining demonstration of competency.

**3.** Students can demonstrate competency using a competency-based alternative:

Student takes PARCC ELA **two or more** times

and scores below a 4

**One of the following…**

Earn acceptance to a four-year institution of higher education (without a universal acceptance policy) + completed FAFSA

Earn a GPA of at least 3.0 in writing coursework required for graduation

Earn a 3 on PARCC ELA

Enroll in and pass no fewer than four courses in senior year (one of which must be a course in grade 12 writing)

Earn an offer letter from a branch of the United States military

Earn acceptance into a registered apprenticeship approved by the Department of Workforce Solutions

Complete a paid internship for credit over the course of at least one full semester

**Competency successfully demonstrated**

**Industry-Recognized Credential or Certificate**

**Program of Study**

**Dual Credit Coursework**

**OR**

**OR**

**Standards-Based Portfolio**

**OR**

**Industry-Recognized Credentials and Certificates** are defined in **Appendix D.**

**Programs of Study** are defined in **Appendix E-F.**

**Demonstrations of Competency**

Science Overview

**Students can demonstrate competency in science in three different ways.**

**1.** Students can demonstrate competency on the primary demonstration of competency:

|  |
| --- |
| Science Primary Demonstration of Competency |
| Grade 11 NM STEM Ready! Science Assessment\* |

Competency successfully demonstrated

Student earns a passing score

or higher on the Grade 11 Science Assessment\*\*

\* A new science assessment in alignment with the New Mexico STEM Ready! Standards will be first administered in spring of 2020. Scores will be established in summer of 2020.

**2.** Students can demonstrate competency using an alternative assessment:

Competency successfully demonstrated

Student takes the Grade 11 Science Assessment **one** time and earns below a passing score\*\*

Student earns a passing score on a **level one assessment**

Student earns a passing score on a **level two assessment or EOC**

Student takes the

Grade 11 Science Assessment **two or more** times and earns below a passing score\*\*

**OR**

Competency successfully demonstrated

**Level One** assessments and their passing scores are defined in **Appendix A.**

**Level Two** assessments and their passing scores are defined in **Appendix B.**

**EOCs** and their passing scores are defined in **Appendix C.**

\*\*Students whose IEPs establish individualized passing scores should default to their individualized score when determining demonstration of competency.

**3.** Students can demonstrate competency using a competency-based alternative:

Student takes STEM Ready Assessment **two or more** times and earns below a passing score

**One of the following…**

Earn acceptance to a four-year institution of higher education (without a universal acceptance policy) + completed FAFSA

Earn a GPA of at least 3.0 in science coursework required for graduation

Earn a score qualifying as “approaching expectations” on the NM STEM Ready Grade 11 Science test (See Appendix G)

Enroll in and pass no fewer than four courses in senior year (one of which must be a course in anatomy & physiology, biology, chemistry, environmental science, physical science, or physics)

Earn an offer letter from a branch of the United States military

Earn acceptance into a registered apprenticeship approved by the Department of Workforce Solutions

Complete a paid internship for credit over the course of at least one full semester

**Competency successfully demonstrated**

**Industry-Recognized Credential or Certificate**

**Program of Study**

**Dual Credit Coursework**

**OR**

**OR**

**Standards-Based Portfolio**

**OR**

**Industry-Recognized Credentials and Certificates** are defined in **Appendix D.**

**Programs of Study** are defined in **Appendix E-F.**

**Demonstrations of Competency**

Social Studies Overview

**Students can demonstrate competency in social studies in three different ways.**

**1.** Students can demonstrate competency on the primary demonstration of competency:

|  |  |
| --- | --- |
| Social Studies Primary Demonstration of Competency | |
| End-of-Course Exam | **Passing Score** |
| World History & Geography EOC | **Passing scores for EOCs administered in 2022 will be released in spring 2021. Students using a test from previous school years should default to the scores established for that particular test in the year it was taken.** |
| US History & Geography EOC |
| US Government EOC |
| Economics EOC |

Student earns a passing score

on a Social

Studies EOC\*

Competency successfully demonstrated

**2.** Students can demonstrate competency using an alternative assessment:

Competency successfully demonstrated

Student takes a Social Studies EOC **one** time and earns below a passing score\*

Student earns a passing score on a **level one assessment**

**Level One** assessments and their passing scores are defined in **Appendix A.**

\*Students whose IEPs establish individualized passing scores should default to their individualized score when determining demonstration of competency.

**3.** Students can demonstrate competency using a competency-based alternative:

Student takes a Social Studies EOC **two or more\*** times and earns below a passing score

\*EOCs may be attempted no more than twice in each subject area. For instance, once a student has taken US Government twice, they are not permitted another attempt unless a third attempt is permitted in the student’s IEP.

**One of the following…**

Earn acceptance to a four-year institution of higher education (without a universal acceptance policy) + completed FAFSA

Earn a GPA of at least 3.0 in Social Studies coursework required for graduation

Earn a score qualifying as “approaching expectations” on a social studies primary assessment (See Appendix G)

Enroll in and pass no fewer than four courses in senior year (one of which must be a course in U.S. History and Geography, World History and Geography, U.S. Government, or Economics)

Earn an offer letter from a branch of the United States military

Earn acceptance into a registered apprenticeship approved by the Department of Workforce Solutions

Complete a paid internship for credit over the course of at least one full semester

Earn a score qualifying as “approaching expectations” on a Social Studies EOC (See Appendix G)

Enroll in and pass no fewer than four courses in senior year (one of which must be a course in World History & Geography, US History & Geography, US Government, Economics)

**Competency successfully demonstrated**

**Industry-Recognized Credential or Certificate**

**Program of Study**

**Dual Credit Coursework**

**OR**

**OR**

**Standards-Based Portfolio**

**OR**

**Industry-Recognized Credentials and Certificates** are defined in **Appendix D.**

**Programs of Study** are defined in **Appendix E-F.**

**GLOSSARY**

| Term | Definition |
| --- | --- |
| Alternative Assessment | College placement assessments, end-of-course exams, or workforce readiness assessments approved by the department for demonstrating competency in the core content areas. Categorized as level one and level two assessments. |
| Career Cluster | Career clusters are groups of occupations that require a common knowledge base and the use of similar skills. Each cluster contains several smaller groups called career pathways that connect to educational programs, industries, and careers. |
| Competency-based Alternative | PED-approved options such as industry-recognized credentials or certificates, programs of study, dual credit coursework, or standards-based portfolios that may be used to demonstrate competency of state standards for high school graduation. |
| Core Content Areas | The subject areas of mathematics, reading, writing, science, and social studies. |
| College Placement Assessment | Assessments measuring the readiness of a high school student for success in higher education including nationally-normed standardized assessments used for college admissions, international baccalaureate (IB) assessments, or advanced placement (AP) exams. |
| Dual Credit Coursework | College courses taken for both high school and college credit by students who have not yet completed their HS Diploma or GED. Courses must be able to apply toward a postsecondary degree or certificate program. Remedial and developmental courses at the college may not be taken for dual credit since they do not count toward a degree or certificate program. |
| End-of-Course Exam (EOC) | Exams developed by the PED administered to assess student content knowledge upon completion of a course. |
| Individualized Education Program (IEP) | The plan mandated by federal law for students qualifying for special education services that outlines goals and strategies for addressing their specific learning needs. |
| Industry-Recognized Credentials and Certificates | A non-degree award for demonstrating competency in specific technical skills which qualifies a student for a specific occupation. |
| Internship | A paid learning experience of at least one semester in length that occurs at a place of business and includes supervised learning opportunities that prepare the student for future employment. |
| Level One Assessments | College placement assessments and military qualification assessments that serve as an alternative assessment for students who have attempted the primary demonstration of competency at least one time. |
| Level Two Assessments | College placement and workforce readiness assessments that serve as an alternative assessment for students who have attempted the primary demonstration of competency at least two times. |
| New Mexico Alternate Performance Assessment (NMAPA) | The assessment program for students with significant cognitive disabilities that is aligned to both the Common Core and New Mexico Expanded Grade Band Expectations (EGBEs). |
| Partnership for the Assessment of Readiness for College and Careers (PARCC) | Standardized assessments designed to measure student mastery of the Common Core standards in Mathematics and English Language Arts. |
| Primary Demonstration of Competency (PDC) | The assessments adopted by the state to serve as the first and preferred indicator of student competency in each core content area. |
| Program of Study | Three or more CTE courses in a single career cluster, taken sequentially. Specific approved course combinations are defined and approved by the PED. |
| Registered apprenticeship | Registered apprenticeships are innovative work-based learning and post-secondary earn-and-learn models that meet national standards for registration with the U.S. Department of Labor (or federally recognized State Apprenticeship Offices). The New Mexico Department of Workforce Solutions publishes all apprenticeships that meet these standards in the state of New Mexico and lists them as [**Current Programs**](https://www.dws.state.nm.us/Job-Seeker/Jobs-and-Careers/Apprenticeship/Current-Programs) on their website. |
| Subscore | The separated scores assigned to reading and writing as the two components of the overall English Language Arts score on the PARCC English Language Arts assessment. |

**APPENDIX A: LEVEL ONE ASSESSMENTS**

**AP:** Advanced Placement/**IB:** International Baccalaureate/**ASVAB:** Armed Services Vocational Aptitude Battery/**AFQT:** Armed Forced Qualification Test

| Content Area | Assessment | Level One Assessment Title | Passing Score |
| --- | --- | --- | --- |
| Math | **ACT** | Mathematics | **22** |
| **AP** | AP Calculus AB | **3** |
| AP Calculus BC | **3** |
| AP Statistics | **3** |
| **ASVAB**  **AFQT** | Arithmetic Reasoning | Composite score of **31** |
| Mathematics Knowledge |
| **IB** | IB Mathematics | **4** |
| **SAT** | SAT Mathematics | **530** |
| **SAT Subject** | SAT Subject: Mathematics Level 1 | **587** |
| SAT Subject: Mathematics Level 2 | **647** |
| Reading | **ACT** | Reading | **22** |
| **AP** | English Language & Composition | **3** |
| English Literature & Composition | **3** |
| **ASVAB**  **AFQT** | Word Knowledge | Composite score of **31** |
| Paragraph Comprehension |
| **IB** | Language and Literature (in English and Spanish) | **4** |
| Literature (in English and Spanish) | **4** |
| **SAT** | Reading and Writing | **480** |
| **SAT Subject** | Literature | **574** |
| Writing | **ACT** | English Composition | **18** |
| **AP** | English Language & Composition | **3** |
|  | English Literature & Composition | **3** |
| **IB** | Language and Literature (in English and Spanish) | **4** |
|  | Literature (in English and Spanish) | **4** |
| **SAT** | Reading and Writing | **480** |
| Science  Science (cont.) | **ACT** | Science | **23** |
| **AP** | Biology | **3** |
| Chemistry | **3** |
| Computer Science A | **3** |
| Environmental Science | **3** |
| Physics B | **3** |
| Physics C: Electricity and Magnetism | **3** |
| Physics C: Mechanics | **3** |
| **IB** | Experimental Sciences | **4** |
| **SAT Subject Assessments** | Chemistry | **642** |
| Ecological Biology | **593** |
| Molecular Biology | **624** |
| Physics | **632** |
| Social Studies | **AP** | Art History | **3** |
| European History | **3** |
| Government and Politics: Comparative | **3** |
| Government and Politics: United States | **3** |
| Human Geography | **3** |
| Macroeconomics | **3** |
| Microeconomics | **3** |
| Psychology | **3** |
| United States History | **3** |
| World History | **3** |
| **IB** | Individuals and Society | **4** |
| **SAT Subject** | US History | **610** |
| World History | **589** |
| All Subjects | **IB** | IB Diploma | **24** |

**APPENDIX B: LEVEL TWO ASSESSMENTS**

| Content Area | Assessment | Level Two Assessment Title | Passing Score |
| --- | --- | --- | --- |
| Math | Accuplacer | College-Level Mathematics | **50** |
| Elementary Algebra | **80** |
| **ACT WorkKeys** | Applied Mathematics | **5** |
| Graphic Literacy | **5** |
| **COMPASS** | Mathematics | **52** |
| **TABE 9/10** | Mathematics | **506** |
| Reading | **Accuplacer** | Reading Comprehension | **82** |
| **ACT WorkKeys** | Workplace Documents | **5** |
| **COMPASS** | Reading | **88** |
| Writing | **Accuplacer** | Sentence Skills | **83** |
| WritePlacer | **6** |
| **ACT WorkKeys** | Business Writing | **3** |
| **COMPASS** | Writing Essay (Scale 2-12) | **9** |
| COMPASS | Writing Essay (Scale 2-8) | **7** |
| Science | **ACT WorkKeys** | Applied Technology | **3** |
| Social Studies | Currently, there are no level two assessments for Social Studies. | | |

**APPENDIX C: END-OF-COURSE (EOC) ASSESSMENTS**

| Content Area | EOC Title | Passing Score\* |
| --- | --- | --- |
| Math | Algebra II | **13** |
| Integrated Math II | **13** |
| Integrated Math III | **14** |
| Geometry | **15** |
| Reading | ELA III: Reading | **13** |
| ELA IV: Reading | **13** |
| SLA III: Reading | **13** |
| Writing | ELA III: Writing | **17** |
| ELA IV: Writing | **16** |
| SLA III: Writing | **17** |
| Science | Due to the adoption of the new science standards, new EOC science assessments will be developed. | |
| Social Studies | The EOC serves as the primary demonstration of competency in this content area. | |

\*The scores listed reflect those set by NMPED for tests administered up to spring of 2021. Passing scores for tests administered in 2022 will be updated in the spring of 2021. Students in the class of 2022 may use a passing score from an eligible EOC taken at any point during their high school career. Passing scores for tests not attempted in the spring of 2022 should follow the passing scores established by NMPED for the school year in which the test was taken.

**APPENDIX D: INDUSTRY-RECOGNIZED CREDENTIALS**

**AND CERTIFICATES BY CONTENT AREA**

| Content Area | Industry-Recognized Credentials and Certificates |
| --- | --- |
| Math | Auto CAD  Automotive Service Technician (ASE)  Certification: Autodesk Revit Architecture Certified User Heavy Line Certification Diesel  Microsoft Office Excel 2010  Microsoft Office Excel 2013  NCCER Carpentry  NCCER Electrical  NCCER HVAC  NCCER Industrial Maintenance  NCCER Masonry  NCCER Plumbing  NCCER Sheet Metal  NCCER Welding  Precision Exams: Architecture & Construction  Precision Exams: Science, Technology, Engineering & Mathematics  Welding Technician |
| Reading | N/A |
| Writing | Marketing Management Entrepreneurship  Microsoft Office Word 2010  Microsoft Office Word 2013  Precision Exams: Marketing |
| Science | Automotive Service Technician (ASE)  Basic Wildland Firefighting Certification  Certificate in Biofuels  Certificate in Emergency Medical Technician-Basic  Certification: Gas Metal Arc Welding  Certification: Gas Tungsten Arc Welding  Certification: Shielded Metal Arc Welding  Certified Coding Associate (CCA)  Certified Medical Assistant (CMA)  Certified Microsoft Professional  Certified Novell Administrator  Certified Nurse Aide (CNA)  Certified Web Designer  Certified Web Technician  Comp TIA Security+  Comp TIA Server+  Computer Maintenance Technician  Dental Assistant (CDA)  Dental Radiography (RHA)  Emergency Medical Technician (EMT)  Floriculture  Flux Core Arc Welding D9.4 4 2F  i-Net+ Certification  jCert JAVA Programmer Certification  Licensed Vocational Nurse (LVN)  Micromedia Director Certification  Microsoft Office Specialist  Microsoft Technology Associate:  Windows Operating System Fundamentals  National Health Care Foundation Skill Standards  NCCER Welding  Pharmacy Technician (CPhT)  Phlebotomy Technician (CPT)  Precision Exams: Agriculture, Food & Natural Resources  Precision Exams: Architecture & Construction  Precision Exams: Health Science  Precision Exams: Manufacturing  Precision Exams: Science, Technology, Engineering & Mathematics  Welding Technician |
| Social Studies | A\*S\*K Assessment of Skills and Knowledge for Business Certificate  Certificate in Film Production  Child Development Associate Certification  DECA School Based Enterprise Individual Certification  Educational Aide Certification II  Microsoft Office PowerPoint 2010  Microsoft Office PowerPoint 2013  NM Early Care Education and Family Support  Para Pro (educational aids)  Police Explorer Certification  Precision Exams: Marketing |

**APPENDIX E: PROGRAMS OF STUDY (BY CONTENT AREA)**

| Content Area | Program of Study |
| --- | --- |
| Math | Accounting  Cisco Networking Academy  Computer Science and Cybersecurity  General Management  GenYES Program  Management & Administration  NCCER Core Curriculum  Oracle Academy Database Design & Programming  Science & Mathematics |
| Reading | Animal Systems  Environmental Service Systems  Teaching/Training |
| Writing | Marketing Management |
| Science | Animal Systems  Cisco Networking Academy  Computer Science and Cybersecurity  Environmental Service Systems  GenYES Program  Oracle Academy Database Design & Programming  Project Lead the Way  Project Lead the Way Engineering  Science & Mathematics  SREB Advanced Careers (Health Informatics)  SREB Advanced Careers (Engineering & Technology) |
| Social Studies | Emergency & Fire Management Services  Family & Community Services  Law Enforcement Services  Production & Managerial Art  ProStart  Teaching/Training  Restaurants & Food/Beverage Services |

**APPENDIX F: PROGRAMS OF STUDY REQUIRED COURSEWORK**

| Content Area | Program of Study | Course Code | Course Name |
| --- | --- | --- | --- |
| Math | Accounting | 0221 | Introductory Business |
| 0226 | General Business |
| 0225 | Financial Services |
| Dual Credit **or**  2060 | Dual Credit in Business Management  AP Statistics |
| Science | Animal Systems | 0133 | Intro to the Science of Ag |
| 0161 | Science of Large Ag Animals |
| Reading | 0162 | Science of Small Animals |
| 0164 | Veterinary Science |
| Math | Cisco Networking Academy | 0340 | IT Essentials |
| 0323 | Computer Science/Programming |
| Science | 0341 | CCNA Routing and Switching Part 1 |
| 0342 | CCNA Routing and Switching Part 2 |
| Math | Computer Science and Cybersecurity | 0344 | Computer Science Essentials |
| 0345 | Computer Science Principles |
| Science | 0346 | Computer Science A |
| 0347 | Cybersecurity |
| Social Studies | Emergency & Fire Management Services | 2501 | Exploration of Public Service Careers |
| 2503 | Community Protection |
| 2523 | Fire Fighting |
| Dual Credit **or**  1517 | Dual Credit in EMT  EMT Basic |
| Science | Environmental Service Systems | 0133 | Intro to the Science of Ag |
| 0134 | Intro to the Physical Science of Ag |
| Reading | 0136 | Applied Science in Agriculture |
| 0181 | Environmental Science/Natural Resources |
| Social Studies | Family & Community Services | 0550 | Child Development |
| 1501 | Health Care Occupations Career Explorations |
| 2501 | Exploration of Public Service Careers |
| Dual Credit **or**  2773 | Dual Credit in Social Services  AP Psychology |
| Math | General Management | 0221 | Introductory Business |
| 0226 | General Business |
| 0225 | Financial Services |
| Dual Credit **or**  2060 | Dual Credit in Business Management  AP Statistics |
| Math | GenYES Program | 0320 | Computer Technology Assistant I |
| 0321 | Computer Technology Assistant II |
| Science | 0322 | Computer Technology Assistant III |
| 0336 | AP Computer Science Principles |
| Social Studies | Law Enforcement Services | 2501 | Exploration of Public Service Careers |
| 2503 | Community Protection |
| 2513 | Criminal Justice Assisting |
| Dual Credit | Dual Credit in Criminal Justice |
| Math | Management & Administration | 2501 | Exploration of Public Service Careers |
| 0226 | General Business |
| 0225 | Financial Services |
| Dual Credit **or**  2060 | Dual Credit in Business Management  AP Statistics |
| Writing | Marketing Management | 0221 | Introductory Business |
| 0226 | General Business |
| 0225 | Financial Services |
| Dual Credit **or**  2060 | Dual Credit in Business Management  AP Statistics |
| Math | NCCER Core Curriculum | 0480 | Introduction to Craft Skills |
| 0481 | Carpentry Level 1 |
| 0482 | Carpentry Level 2 |
| 0483 | Carpentry |
| Math | Oracle Academy Database Design & Programming | 0314 | Data Systems/Processing - Database Foundations |
| 0330 | Database Design and Programming |
| Science | 0331 | Database Programming with SQL |
| 0395 | Application Development Foundations |
| Social Studies | Production & Managerial Art | 1189 | Introduction to Arts, Media & Entertainment |
| 1172 | Film and Digital Media |
| 1176 | Film and Digital Media II |
| Dual Credit | Dual Credit in the Production & Managerial Arts |
| Science | Project Lead the Way Engineering | 1615 | Introduction to Engineering Design |
| 1617 | Principles of Engineering |
| 1619 **or**  1733 | Civil Engineering and Architecture  AP Physics I |
| 1620 **or**  1735 | Engineering Design and Development  AP Physics B |
| Science | Project Lead the Way | 1660 | Principles of Biomedical Sciences |
| 1661 | Human Body Systems |
| 1662 **or**  1550 | Medical Interventions  Medical Anatomy & Physiology |
| 1663 | BioMedical Sciences |
| Social Studies | ProStart | 0504 | Nutrition |
| 0532 | ProStart I |
| 0533 | ProStart II |
| Dual Credit **or**  0539 | Dual Credit in Culinary Arts  ProStart Internship |
| Math | Science & Mathematics | 1626 | Emergent Technologies |
| 1781 | Science Technology/Engineering |
| Science | 1733 | AP Physics |
| 1783 **or**  2039 | Scientific Technology  Fractal Mathematics |
| Science | SREB Advanced Careers (Health Informatics) | 1560 | Data and Use |
| 1561 | Transforming Data into Information |
| 1562 | Transforming Information into Knowledge |
| 1563 | Problems and Solutions |
| Science | SREB Advanced Careers (Engineering & Technology) | 1670 | Nature of Science and Technology |
| 1671 | Core Applications of Science and Technology |
| 1672 | Impacts of Science and Technology |
| 1673 | Creativity and Innovations |
| Social Studies | Teaching/Training | 0550 | Child Development |
| 0562 | Teacher Academy 1 |
| Reading | 0563 | Teacher Academy 2 |
| Dual Credit **or**  0597 | Dual Credit: Introduction to Teaching & Practicum  Teaching and Practicum |

Students who successfully complete a program of study that demonstrates competency in two content areas may use the program of study as a competency-based alternative in both contents should the student need to demonstrate competency in both.

**APPENDIX G: SCORES DEFINED AS APPROACHING EXPECTATIONS**

The scores below are the minimum scores that must be achieved in order for a student to demonstrate that they are **approaching expectations** on a primary assessment. Students using an approaching expectations score to establish eligibility for use of a competency-based alternative must have taken the primary assessment in the specific content area twice. The highest score out of the two attempts will be accepted.

| Primary Demonstration of Competency | Approaching Expectations Score |
| --- | --- |
| PARCC MATH | Performance Level 3 (Score of 725-749) |
| PARCC READING | Performance Level 3 (Score of 725-749)  Reading Subscore: TBD |
| PARCC WRITING | Performance Level 3 (Score of 725-749)  Writing Subscore: TBD |
| SCIENCE ASSESSMENT | A new assessment in alignment with the NM STEM Ready! Science standards will be first administered in 2020. Scores defined as “approaching expectations” for the new science assessment will be released in summer of 2020. |
| SOCIAL STUDIES EOC | World History and Geography EOC |
| US History and Geography EOC |
| US Government EOC |
| Economics EOC |
| Scores defined as “approaching expectations” for the four social studies EOCs will be released in spring of 2021. |

**APPENDIX H: NEW MEXICO STATUTE (NMSA)**

**22-2C-4.1. Statewide college and workplace readiness assessment system.**

**22-2C-4.1. Statewide college and workplace readiness assessment system.**

* + 1. The department shall establish a readiness assessment system to measure the readiness of every New Mexico high school student for success in higher education or a career no later than the 2008-2009 school year. The department shall ensure that the readiness assessment system is aligned with state academic content and performance standards, college placement assessments and entry-level career skill requirements. The readiness assessment system shall include, for grade eleven, in the fall, one or more of the following components chosen by the student:
       1. a college placement assessment;
       2. a workforce readiness assessment; or
       3. an alternative demonstration of competency using standards-based indicators.
    2. Students shall participate in the readiness assessment system at no cost to the student.
    3. Reports of assessment results shall be provided to students and parents in writing whenever possible but, if necessary, orally in the language best understood by each student and parent.
    4. The department shall adopt standards for reasonable accommodations in the administration of readiness assessments for students with disabilities and limited English proficiency, including when and how accommodations may be applied.
    5. In developing, selecting or approving the high school or college readiness assessments for school district or charter school use, the department may adopt commercially available standards-based assessments or approve a school district’s or charter school's short-cycle assessments that meet the requirements of this section. The department shall involve appropriate licensed school employees in the development or selection of readiness assessments.

**22-2C-4. Statewide assessment and accountability system; indicators; required assessments; alternative assessments; limits on alternatives to English language reading assessments.**

**22-2C-4. Statewide assessment and accountability system; indicators; required assessments; alternative assessments; limits on alternatives to English language reading assessments.**

* + 1. The department shall establish a statewide assessment and accountability system that is aligned with the state academic content and performance standards.
    2. The academic assessment program shall test student achievement as follows:
       1. for grades three through eight and for grade eleven, standards-based assessments in mathematics, reading and language arts;
       2. for grades three through eight, a standards-based writing assessment with the writing assessment scoring criteria applied to the extended response writing portions of the language arts standards-based assessments; and
       3. for one of grades three through five and six through eight and for grade eleven, standards-based assessments in science by the 2007-2008 school year.
    3. The department shall involve appropriate licensed school employees in the development of the standards-based assessments.
    4. Before August 5 of each year, the department shall provide student scores on all standards-based assessments taken during the prior school year and required in Subsection B of this section to students' respective school districts in order to make test score data available to assist school district staff with appropriate grade-level and other placement for the current school year.
    5. All students shall participate in the academic assessment program. The department shall adopt standards for reasonable accommodations in standards-based assessments for students with disabilities and limited English proficiency, including when and how accommodations may be applied. The legislative

education study committee shall review the standards prior to adoption by the department.

* + 1. Students who have been determined to be limited English proficient may be allowed to take the standards-based assessment in their primary language. A student who has attended school for three consecutive years in the United States shall participate in the English language reading assessment unless granted a waiver by the department based on criteria established by the department. An English language reading assessment waiver may be granted only for a maximum of two additional years and only on a case-by-case basis.

**22-13-1.1. Graduation requirements.**

**22-13-1.1. Graduation requirements.**

1. At the end of grades eight through eleven, each student shall prepare an interim next-step plan that sets forth the coursework for the grades remaining until high school graduation. Each year's plan shall explain any differences from previous interim next-step plans, shall be filed with the principal of the student's high school and shall be signed by the student, the student's parent and the student's guidance counselor or other school official charged with coursework planning for the student.
2. Each student must complete a final next-step plan during the senior year and prior to graduation. The plan shall be filed with the principal of the student's high school and shall be signed by the student, the student's parent and the student's guidance counselor or other school official charged with coursework planning for the student.
3. An individualized education program that meets the requirements of Subsections A and B of this section and that meets all applicable transition and procedural requirements of the federal Individuals with Disabilities Education Act for a student with a disability shall satisfy the next-step plan requirements of this section for that student.
4. A local school board shall ensure that each high school student has the opportunity to develop a next-step plan based on reports of college and workplace readiness assessments, as available, and other factors and is reasonably informed about:
   * + 1. curricular and course options, including honors or advanced placement courses, dual-credit courses, distance learning courses, career clusters and career pathways, pre-apprenticeship programs or remediation programs that the college and workplace readiness assessments indicate to be appropriate;
       2. opportunities available that lead to different post-high-school options; and
       3. alternative opportunities available if the student does not finish a planned curriculum.
5. The secretary shall:
   * + 1. establish specific accountability standards for administrators, counselors, teachers and school district staff to ensure that every student has the opportunity to develop a next-step plan;
       2. promulgate rules for accredited private schools in order to ensure substantial compliance with the provisions of this section;
       3. monitor compliance with the requirements of this section; and
       4. compile such information as is necessary to evaluate the success of next-step plans and report annually, by December 15, to the legislative education study committee and the governor.
6. Once a student has entered ninth grade, the graduation requirements shall not be changed for that student from the requirements specified in the law at the time the student entered ninth grade.
7. Successful completion of a minimum of twenty-three units aligned to the state academic content and performance standards shall be required for graduation. These units shall be as follows:
   * + 1. four units in English, with major emphasis on grammar and literature;
       2. three units in mathematics, at least one of which is equivalent to the algebra 1 level or higher;
       3. two units in science, one of which shall have a laboratory component; provided, however, that with students entering the ninth grade beginning in the 2005-2006 school year, three units in science shall be required, one of which shall have a laboratory component;
       4. three units in social science, which shall include United States history and geography, world history and geography and government and economics;
       5. one unit in physical education;
       6. one unit in communication skills or business education, with a major emphasis on writing and speaking

and that may include a language other than English;

* + - 1. one-half unit in New Mexico history for students entering the ninth grade beginning in the 2005-2006
      2. school year; and
      3. nine elective units and seven and one-half elective units for students entering the ninth grade in the 2005-2006
      4. school year that meet department content and performance standards. Student service learning shall be offered as an elective. Financial literacy shall be offered as an elective. Pre-apprenticeship programs may be offered as electives. Media literacy may be offered as an elective.

1. For students entering the ninth grade beginning in the 2009-2010 school year, at least one of the units required for graduation shall be earned as an advanced placement or honors course, a dual-credit course offered in cooperation with an institution of higher education or a distance learning course.
2. The department shall establish a procedure for students to be awarded credit through completion of specified career technical education courses for certain graduation requirements, and districts may choose to allow students who successfully complete an industry-recognized credential, certificate or degree to receive additional weight in the calculation of the student's grade point average.
3. Successful completion of the requirements of the New Mexico diploma of excellence shall be required for graduation for students entering the ninth grade beginning in the 2009-2010 school year. Successful completion of a minimum of twenty-four units aligned to the state academic content and performance standards shall be required to earn a New Mexico diploma of excellence. These units shall be as follows:
   * + 1. four units in English, with major emphasis on grammar, nonfiction writing and literature;
       2. four units in mathematics, of which one shall be the equivalent to or higher than the level of algebra 2, unless the parent submitted written, signed permission for the student to complete a lesser mathematics unit; and provided that a financial literacy course that meets state mathematics academic content and performance standards shall qualify as one of the four required mathematics units;
       3. three units in science, two of which shall have a laboratory component;
       4. three and one-half units in social science, which shall include United States history and geography, world history and geography, government and economics and one-half unit of New Mexico history;
       5. one unit in physical education, as determined by each school district, which may include a physical education program that meets state content and performance standards or participation in marching band, junior reserve officers' training corps or interscholastic sports sanctioned by the New Mexico activities association or any other co-curricular physical activity;
       6. one unit in one of the following: a career cluster course, workplace readiness or a language other than English; and
       7. seven and one-half elective units that meet department content and performance standards. Career and technical education courses shall be offered as an elective. Student service learning shall be offered as an elective. Financial literacy shall be offered as an elective. Pre-apprenticeship programs may be offered as electives. Media literacy may be offered as an elective.
4. For students entering the eighth grade in the 2012-2013 school year, a course in health education is required prior to graduation. Health education may be required in either middle school or high school, as determined by the school district. Each school district shall submit to the department by the beginning of the 2011-2012 school year a health education implementation plan for the 2012-2013 and subsequent school years, including in which grade health education will be required and how the course aligns with department content and performance standards. Health education courses shall include:
   * + 1. age-appropriate sexual abuse and assault awareness and prevention training that meets department standards developed in consultation with the federal centers for disease control and prevention that are based on evidence-based methods that have proven to be effective; and
       2. lifesaving skills training that follows nationally recognized guidelines for hands-on psychomotor skills cardiopulmonary resuscitation training. Students shall be trained to recognize the signs of a heart attack, use an automated external defibrillator and perform the Heimlich maneuver for choking victims. The secretary shall promulgate rules to provide for the:
     1. use of the following instructors for the training provided pursuant to this paragraph: 1) school nurses, health teachers and athletic department personnel as instructors; and 2) any qualified persons volunteering to provide training at no cost to the school district that the school district determines to be eligible to offer instruction pursuant to this paragraph; and
     2. approval of training and instructional materials related to the training established pursuant to this

paragraph in both English and Spanish.

1. Final examinations shall be administered to all students in all classes offered for credit.
2. Until July 1, 2010, a student who has not passed a state graduation examination in the subject areas of

reading, English, mathematics, writing, science and social science shall not receive a high school diploma. The state graduation examination on social science shall include a section on the constitution of the United States and the constitution of New Mexico. If a student exits from the school system at the end of grade twelve without having passed a state graduation examination, the student shall receive an appropriate state certificate indicating the number of credits earned and the grade completed. If within five years after a student exits from the school system the student takes and passes the state graduation examination, the student may receive a high school diploma. Any student passing the state graduation examination and completing all other requirements within five years of entering ninth grade, including a final summer session if completed by August 1, may be counted by the school system in which the student is enrolled as a high school graduate for the year in which completion and examination occur.

1. Beginning with the 2010-2011 school year, a student shall not receive a New Mexico diploma of excellence if the student has not demonstrated competence in the subject areas of 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, based on a standards- based assessment or assessments or a portfolio of standards-based indicators established by the department by rule. The standards-based assessments required in Section [22-2C-4](http://desktop.nmonesource.com/nxt/gateway.dll?f=jumplink%24jumplink_x%3DAdvanced%24jumplink_vpc%3Dfirst%24jumplink_xsl%3Dquerylink.xsl%24jumplink_sel%3Dtitle%3Bpath%3Bcontent-type%3Bhome-title%3Bitem-bookmark%24jumplink_d%3Dnmsa1978%24jumplink_q%3D%5Bfield%20folio-destination-name%3A%2722-2C-4%27%5D%24jumplink_md%3Dtarget-id%3D0-0-0-45761) NMSA 1978 may also serve as the assessment required for high school graduation. If a student exits from the school system at the end of grade twelve without having satisfied the requirements of this subsection, the student shall receive an appropriate state certificate indicating the number of credits earned and the grade completed. If within five years after a student exits from the school system the student satisfies the requirements of this subsection, the student may receive a New Mexico diploma of excellence. Any student satisfying the requirements of this subsection and completing all other requirements within five years of entering ninth grade, including a final summer session if completed by August 1, may be counted by the school system in which the student is enrolled as a high school graduate for the year in which all requirements are satisfied.
2. As used in this section:
   * + 1. "career and technical education", sometimes referred to as "vocational education", means organized programs offering a sequence of courses, including technical education and applied technology education, that are directly related to the preparation of individuals for paid or unpaid employment in current or emerging occupations requiring an industry-recognized credential, certificate or degree;
       2. "career and technical education course" means a course with content that provides technical knowledge, skills and competency-based applied learning and that aligns with educational standards and expectations as defined in rule;
       3. "career cluster" means a grouping of occupations in industry sectors based on recognized commonalities that provide an organizing tool for developing instruction within the educational system;
       4. "career pathways" means a sub-grouping used as an organizing tool for curriculum design and instruction of occupations and career specialties that share a set of common knowledge and skills for career success;
       5. "final next-step plan" means a next-step plan that shows that the student has committed or intends to commit in the near future to a four-year college or university, a two-year college, a trade or vocational program, an internship or apprenticeship, military service or a job;
       6. "interim next-step plan" means an annual next-step plan in which the student specifies post-high-school goals and sets forth the coursework that will allow the student to achieve those goals; and
       7. "next-step plan" means an annual personal written plan of studies developed by a student in a public school or other state-supported school or institution in consultation with the student's parent and school counselor or other school official charged with coursework planning for the student that includes one or more of the following:
     1. advanced placement or honors courses;
     2. dual-credit courses offered in cooperation with an institution of higher education;
     3. distance learning courses;
     4. career-technical courses; and
     5. pre-apprenticeship programs.
3. The secretary may establish a policy to provide for administrative interpretations to clarify curricular and testing provisions of the Public School Code.

**APPENDIX I: NEW MEXICO ADMINISTRATIVE CODE**

PROPOSED DRAFT

**TITLE 6 PRIMARY AND SECONDARY EDUCATION**

**CHAPTER 19 PUBLIC SCHOOL ACCOUNTABILITY**

**PART 7 DEMONSTRATION OF COMPETENCY FOR HIGH SCHOOL GRADUATION**

**6.19.7.1 ISSUING AGENCY:** Public Education Department, herein after the department.

[6.19.7.1 NMAC – Rp, 6.19.7.1 NMAC, 07/24/2018]

**6.19.7.2 SCOPE:** This rule shall apply to public schools, state educational institutions, and state agencies enrolling high school students except for institutions of higher education and the New Mexico military institute. The rule shall apply beginning with the graduating class of 2022. If any part or application of this rule is held invalid, the remainder of the rule or its application in other situations shall not be affected.

[6.19.7.2 NMAC – Rp, 6.19.7.2 NMAC, 07/24/2018]

**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 – Rp, 6.19.7.3 NMAC, 07/24/2018]

**6.19.7.4 DURATION:** Permanent.

[6.19.7.4 NMAC – Rp, 6.19.7.4 NMAC, 07/24/2018]

**6.19.7.5 EFFECTIVE DATE:** July 24, 2018 unless a later date is cited at the end of a section.

[6.19.7.5 NMAC – Rp, 6.19.7.5 NMAC, 07/24/2018]

**6.19.7.6 OBJECTIVE:** The objective of this rule is to establish pathways for demonstrating competency in mathematics, reading, writing, science, and social studies for high school graduation. This rule defines eligibility requirements, establishes appropriate assessment options, and outlines requirements for standards-based portfolios.

[6.19.7.6 NMAC – Rp, 6.19.7.6 NMAC, 07/24/2018]

**6.19.7.7 DEFINITIONS:**

**A.** **“Alternative demonstration of competency” or “ADC”** means department-approved, alternative options used to demonstrate competency in mathematics, reading, writing, science, or social studies for high school graduation, specifically alternative assessments and competency-based alternatives as defined in Subsections B and E of 6.19.7.7 NMAC.

**B.** **“Alternative assessment”** means a department-approved assessment such as a college placement assessment, end-of-course exam, or diagnostic assessment used to demonstrate competency for high school graduation. Assessments shall be published in the department’s graduation manual, categorized as a level one or level two assessments, and include only nationally and statewide-normed standardized assessments.

**(1)** Level one assessments are college placement assessments as defined in Subsection D of 6.19.7.7 NMAC and are outlined in the graduation manual.

**(2)** Level two assessments are workforce readiness assessments and diagnostic assessments as defined in Subsections F and M of 6.19.7.7 NMAC and outlined in the graduation manual.

**C. “Artifacts”** means independently created student work that demonstrates competency in core content areas. Artifacts may include work from as early as grade ten.

**D. “College placement assessment”** means a department-approved assessment measuring the readiness of a high school student for success in higher education. College placement assessments shall include nationally-normed standardized assessments used for college admissions, international baccalaureate assessments, or advanced placement exams. Assessments shall be published in the department’s graduation manual.

**E. “Competency-based alternative”** means department-approved options such as, industry-recognized credentials or certificates, programs of study, dual enrollment credits or standards-based portfolios used to demonstrate competency of state standards for high school graduation.

**F. “Core content areas”** means mathematics, reading, writing, science, and social studies.

**G.** **“Diagnostic assessment”** means a department-approved assessment that measures the accurate placement of students in postsecondary courses.

**H. “End-of-course exam” or “EOC”** means the department-approved exams administered to assess student content knowledge upon completion of a course.

**I. “Local Education Agency”** **or “LEA”** means local school district or state-chartered charter school.

**J. “Primary demonstration of competency”** means the assessments adopted by the state to serve as the first and preferred indicator of student competency in each core content area.

**K.** **“Program of study”** means a progressive continuum of courses that may be offered across grades nine through twelve to provide technical training, training to prepare for employment, and training to prepare for entry into postsecondary education.

**L. “Standards-based portfolio”** means the collection of artifacts that demonstrate mastery of state standards in writing, science, or social studies.

**M. “Workforce readiness assessment”** means a department-approved assessment developed for the purpose of measuring the readiness of a high school student for success in a career. Workforce readiness assessments may include department-approved standardized assessments or industry-recognized certifications or credentials.

[6.19.7.7 NMAC – Rp, 6.19.7.7 NMAC, 07/24/2018]

**6.19.7.8 GENERAL REQUIREMENTS FOR DEMONSTRATIONS OF COMPETENCY:**

**A.** In accordance with 6.19.7 NMAC, the department shall annually develop and publish a graduation manual for each graduating class starting with the class of 2022. The manual shall be published on the department’s website or available upon request. The graduation manual shall include information on graduation requirements, primary demonstrations of competency, alternative assessments, and competency-based alternatives.

**B.** Students may demonstrate competency in each of the core content areas through the primary demonstration of competency, alternative assessments, or competency-based alternatives as outlined in Sections 10 through 14 of 6.19.7 NMAC.

**(1)** **Standards-based portfolio.** Portfolios may only be used for demonstration of competency in writing, science, or social studies. Portfolio artifacts may include student work from as early as grade ten.

**(2)** **Insufficient indicators.** Alternative demonstrations of competency of state standards for high school graduation shall not include the following:

**(a)** artifacts which are not the product of the student's independent work;

**(b)** collaborations in which an individual student's contributions cannot be distinguished;

**(c)** teacher or employer recommendations;

**(d)** artifacts that are not related to content areas required for graduation;

**(e)** letters of acceptance from higher education institutions with open acceptance policies;

**(f)** assessments not included in the graduation manual; or

**(g)** assessments developed by LEAs, schools, or individual teachers.

**C.** If at the end of grade twelve a student has not demonstrated competency of state standards in the core content areas, the student shall be issued a certificate indicating course credits earned and grade level completed. Students issued a certificate may provide alternative demonstrations of competency within five years of exiting a public school or state educational institution in order to satisfy competency in required core content areas and earn a New Mexico diploma of excellence.

**D.** Students with an individualized education program (IEP) that provides for individualized graduation indicators shall adhere to the expectations for either the modified or ability option outlined in the graduation manual.

**E.** Schools shall ensure that all grade eleven students participate in the readiness assessment system pursuant to 22-2C-4.1 NMSA 1978. Students shall select and participate in one or more of the following as defined by the department at no cost to the student:

**(1)** a college placement assessment;

**(2)** a workforce readiness assessment; or

**(3)** an alternative demonstration of competency.

[6.19.7.8 NMAC – Rp, 6.19.7.8 NMAC, 07/24/2018]

**6.19.7.9 DATA REPORTING AND GRADUATION RATES:**

**A.** **Data reporting.** LEAs shall provide data documenting the use of ADCs on a timeline and in a format that is in alignment with end of year data reporting requirements. LEAs shall report the percentage of students having graduated under the following categories, disaggregated by the federally required subgroups of students:

**(1)** recipients of the New Mexico diploma of excellence who did not utilize an ADC; and

**(2)** recipients of the New Mexico diploma of excellence who utilized at least one ADC to demonstrate competency for high school graduation, disaggregated by the type of ADC used and the core content area.

**B.** **Department audits.** The department may conduct annual, randomized audits at the school and LEA level to ensure the rigor of ADC policies and projects. LEAs shall cooperate with department audits. Audits may include review and analysis of any of the following:

**(1)** standards-based portfolio projects;

**(2)** scoring of completed standards-based portfolios;

**(3)** student records indicating graduation pathways; or

**(4)** other information or materials deemed necessary by the department.

**C.** **Recordkeeping.** Electronic records of alternative demonstrations of competency shall be kept by LEAs for no fewer than five years and in accordance with federal and state requirements.

[6.19.7.9 NMAC – Rp, 6.19.7.9 NMAC, 07/24/2018]

**6.19.7.10 DEMONSTRATION OF COMPETENCY IN MATHEMATICS:**

**A.** **Primary demonstration of competency in mathematics.** Students shall attempt to demonstrate competency in mathematics using the primary demonstration of competency in one or more of the following: algebra II, geometry, or integrated mathematics II or III.

**B.** **Alternative assessments in mathematics.** A student who does not demonstrate competency on the primary demonstration of competency may leverage an alternative assessment. Students shall meet the following eligibility requirements to leverage an alternative assessment to demonstrate competency in mathematics:

**(1)** If a student has made one attempt on the primary demonstration of competency in mathematics, the student shall be eligible to use a department-approved level one assessment in mathematics, as defined in the graduation manual.

**(2)** If a student has made no fewer than two attempts on the primary demonstration of competency in mathematics, the student shall be eligible to use any of the following assessments to demonstrate competency:

**(a)** EOC in algebra II, geometry, or integrated mathematics II or III;

**(b)** level one assessments in mathematics as defined in the graduation manual; or

**(c)** level two assessments in mathematics as defined in the graduation manual.

**(3)** Passing scores to qualify for demonstration of competency using an alternative assessment shall be determined by the department and provided in the graduation manual.

**C.** **Competency-based alternatives in mathematics.** A student who does not demonstrate competency on the primary demonstration of competency in mathematics after making no fewer than two attempts may leverage a competency-based alternative.

**(1)** Students leveraging competency-based alternatives shall accomplish at least one of the following in addition to completing one of the competency-based alternatives outlined in Paragraph 2 of Subsection C of 6.19.7.10 NMAC:

**(a)** earn acceptance into a four-year institution of higher education that does not have an open acceptance policy and complete a free application for federal student aid;

**(b)** earn a grade of at least 3.0 on a 4.0 scale in the coursework required for graduation in algebra II, geometry, or integrated mathematics II or III;

**(c)** meet the performance level of “approaches expectations” on the primary demonstration of competency for algebra II, geometry, integrated mathematics II or III;

**(d)** enroll in and pass no fewer than four courses over the duration of grade twelve, including a course in algebra II, geometry, or integrated mathematics;

**(e)** earn an offer letter from a branch of the United States military;

**(f)** earn acceptance into a department-approved apprentice program; or

**(g)** complete a department-approved internship for credit.

**(2)** A competency-based alternative in mathematics shall be one of the following:

**(a)** attainment of a department-approved, industry-recognized certificate or credential in an area that incorporates skills in mathematics, as determined by the department;

**(b)** completion of a program of study with courses that integrate state standards for mathematics, as determined by the department, with a minimum grade point average of 3.0 on a 4.0 scale; or

**(c)** attainment of at least one dual enrollment credit with a minimum grade of 3.0 on a 4.0 scale in a mathematics course approved by the department.

[6.19.7.10 NMAC – Rp, 6.19.7.10 NMAC, 07/24/2018]

**6.19.7.11 DEMONSTRATION OF COMPETENCY IN READING:**

**A.** **Primary demonstration of competency in reading.** Students shall attempt to demonstrate competency in reading using the primary demonstration of competency in grade eleven English language arts.

**B.** **Alternative assessments in reading.** A student who does not demonstrate competency in reading on the primary demonstration of competency may leverage an alternative assessment. Students shall meet the following eligibility requirements to leverage an alternative assessment to demonstrate competency in reading:

**(1)** If a student has made one attempt on the primary demonstration of competency in reading, the student shall be eligible to use a department-approved level one assessment in English language arts, as defined in the graduation manual.

**(2)** If a student has made no fewer than two attempts on the primary demonstration of competency in reading, the student shall be eligible to use any of the following assessments to demonstrate competency:

**(a)** EOC in grade eleven or twelve reading;

**(b)** level one assessments in reading as defined in the graduation manual; or

**(c)** level two assessments in reading as defined in the graduation manual.

**(3)** Passing scores to qualify for demonstration of competency using an alternative assessment shall be determined by the department and provided in the graduation manual.

**C.** **Competency-based alternatives in reading.** A student who does not demonstrate competency on the primary demonstration of competency in English language arts after making no fewer than two attempts may leverage a competency-based alternative.

**(1)** Students leveraging competency-based alternatives shall accomplish at least one of the following in addition to completing one of the competency-based alternatives outlined in Paragraph 2 of Subsection C of 6.19.7.11 NMAC:

**(a)** earn acceptance into a four-year institution of higher education that does not have an open acceptance policy and complete a free application for federal student aid;

**(b)** earn a grade of at least 3.0 or higher on a 4.0 scale in the coursework required for graduation in grade eleven or twelve English language arts;

**(c)** meet the performance level of “approaches expectations” on the primary demonstration of competency for grade eleven English language arts;

**(d)** enroll in and pass no fewer than four courses over the duration of grade twelve including a course in grade twelve English language arts;

**(e)** earn an offer letter from a branch of the United States military;

**(f)** earn acceptance into a department-approved apprentice program; or

**(g)** complete a department-approved internship for credit.

**(2)** A competency-based alternative in reading shall be one of the following:

**(a)** attainment of a department-approved, industry-recognized certificate or credential in an area that incorporates skills in grade eleven or twelve reading, as determined by the department;

**(b)** completion of a program of study with courses that integrate state standards for reading, as determined by the department, with a minimum grade point average of 3.0 on a 4.0 scale; or

**(c)** attainment of at least one dual enrollment credit with a minimum grade of 3.0 on a 4.0 scale in an English language arts course approved by the department.

[6.19.7.11 NMAC – Rp, 6.19.7.11 NMAC, 07/24/2018]

**6.19.7.12 DEMONSTRATION OF COMPETENCY IN WRITING:**

**A.** **Primary demonstration of competency in writing.** Students shall attempt to demonstrate competency in writing using the primary demonstration of competency in grade eleven English language arts.

**B.** **Alternative assessments in writing.** A student who does not demonstrate competency on the primary demonstration of competency may leverage an alternative assessment. Students shall meet the following eligibility requirements to leverage an alternative assessment to demonstrate competency in writing:

**(1)** If a student has made one attempt on the primary demonstration of competency in writing, the student shall be eligible to use a department-approved level one assessment in writing, as defined in the graduation manual.

**(2)** If a student has made no fewer than two attempts on the primary demonstration of competency in writing, the student shall be eligible to use any of the following assessments to demonstrate competency:

**(a)** EOC in grade eleven or twelve writing;

**(b)** level one assessments in writing as defined in the graduation manual; or

**(c)** level two assessments in writing as defined in the graduation manual.

**(3)** Passing scores to qualify for demonstration of competency using an alternative assessment shall be determined by the department and provided in the graduation manual.

**C.** **Competency-based alternatives in writing.** A student who does not demonstrate competency on the primary demonstration of competency in grade eleven English language arts after making no fewer than two attempts may leverage a competency-based alternative.

**(1)** Students leveraging competency-based alternatives shall accomplish at least one of the following in addition to completing one of the competency-based alternatives outlined in Paragraph 2 of Subsection C of 6.19.7.12 NMAC:

**(a)** earn acceptance into a four-year institution of higher education that does not have an open acceptance policy and complete a free application for federal student aid;

**(b)** earn a grade point average of at least 3.0 on a 4.0 scale in the coursework required for graduation in grade eleven or twelve English language arts;

**(c)** meet the performance level of “approaches expectations” on the primary demonstration of competency for grade eleven English language arts;

**(d)** enroll in and pass no fewer than four courses over the duration of grade twelve including a course in grade twelve English language arts;

**(e)** earn an offer letter from a branch of the United States military;

**(f)** earn acceptance into a department-approved apprentice program; or

**(g)** complete a department-approved internship for credit.

**(2)** A competency-based alternative in writing shall be one of the following:

**(a)** attainment of a department-approved, industry-recognized certificate or credential in an area that incorporates skills in grade eleven or twelve writing, as determined by the department;

**(b)** completion of a program of study with courses that integrate state standards for writing, as determined by the department, with a minimum grade point average of 3.0 on a 4.0 scale;

**(c)** attainment of at least one dual enrollment credit with a minimum grade of 3.0 on a 4.0 scale in an English language arts course approved by the department; or

**(d)** completion of a standards-based portfolio demonstrating mastery of grade eleven or twelve state writing standards.

**(3)** A student leveraging a standards-based portfolio to demonstrate competency in writing shall provide artifacts that demonstrate the student’s ability to apply the knowledge and skills articulated in grade eleven or twelve writing state standards. Portfolio artifacts shall demonstrate the student’s ability to produce clear and coherent writing in which the development, organization, and style are appropriate to the task, purpose, and audience.

[6.19.7.12 NMAC – Rp, 6.19.7.12 NMAC, 07/24/2018]

**6.19.7.13 DEMONSTRATION OF COMPETENCY IN SCIENCE:**

**A.** **Primary demonstration of competency in science.** Students shall attempt to demonstrate competency in science using the primary demonstration of competency in grade eleven science.

**B.** **Alternative assessments in science.** A student who does not demonstrate competency on the primary demonstration of competency in grade eleven science may leverage an alternative assessment. Students shall meet the following eligibility requirements to leverage an alternative assessment to demonstrate competency in science:

**(1)** If a student has made one attempt on the primary demonstration of competency in science, the student shall be eligible to use a department-approved level one assessment in science, as defined in the graduation manual.

**(2)** If a student has made no fewer than two attempts on the primary demonstration of competency in science, the student shall be eligible to use any of the following assessments to demonstrate competency:

**(a)** EOC in biology, chemistry, or physics;

**(b)** level one assessments in science as defined by the graduation manual; or

**(c)** level two assessments in science as defined by the graduation manual.

**(3)** Passing scores to qualify for demonstration of competency using an alternative assessment shall be determined by the department and provided in the graduation manual.

**C.** **Competency-based alternatives in science.** A student who does not demonstrate competency on the primary demonstration of competency in science after making no fewer than two attempts may leverage a competency-based alternative.

**(1)** Students leveraging competency-based alternatives shall accomplish at least one of the following in addition to completing one of the competency-based alternatives outlined in Paragraph 2 of Subsection C of 6.19.7.13 NMAC:

**(a)** earn acceptance into a four-year institution of higher education that does not have an open acceptance policy and complete a free application for federal student aid;

**(b)** earn a grade of at least 3.0 on a 4.0 scale in the coursework required for graduation in high school science;

**(c)** meet the performance level of “approaches expectations” on the primary demonstration of competency in grade eleven science;

**(d)** enroll in and pass no fewer than four courses over the duration of grade twelve including a course in high school science;

**(e)** earn an offer letter from a branch of the United States military;

**(f)** earn acceptance into a department-approved apprentice program; or

**(g)** complete a department-approved internship for credit.

**(2)** A competency-based alternative in science shall be one of the following:

**(a)** attainment of a department-approved, industry-recognized certificate or credential in an area that incorporates skills in science, as determined by the department;

**(b)** completion of a program of study with courses that integrate state standards for science, as determined by the department, with a minimum grade point average of 3.0 on a 4.0 scale;

**(c)** attainment of at least one dual enrollment credit with a minimum grade of 3.0 on a 4.0 scale in a science course approved by the department; or

**(d)** completion of a standards-based portfolio demonstrating mastery of grade eleven or twelve state science standards.

**(3)** A student leveraging a standards-based portfolio to demonstrate competency in science shall provide artifacts that demonstrate the student’s ability to apply the knowledge and skills articulated in the state standards for biology, chemistry, or physics.

[6.19.7.13 NMAC – Rp, 6.19.7.13 NMAC, 07/24/2018]

**6.19.7.14 DEMONSTRATION OF COMPETENCY IN SOCIAL STUDIES**

**A.** **Primary demonstration of competency in social studies.** Students shall attempt to demonstrate competency in social studies using the primary demonstration of competency in one or more of the following: U.S. history and geography, world history and geography, U.S. government, or economics.

**B.** **Alternative assessments in social studies.** A student who does not demonstrate competency on the primary demonstration of competency may leverage an alternative assessment. Students shall meet the following eligibility requirements to leverage an alternative assessment to demonstrate competency in social studies:

**(1)** If a student has made one attempt on the primary demonstration of competency in social studies, the student shall be eligible to use a department-approved level one assessment in social studies, as defined in the graduation manual.

**(2)** If a student has made no fewer than two attempts on the primary demonstration of competency in social studies, the student shall be eligible to use a level one assessment in social studies as defined in the graduation manual.

**(3)** Passing scores to qualify for demonstration of competency using an alternative assessment shall be determined by the department and provided in the graduation manual.

**C.** **Competency-based alternatives in social studies.** A student who does not demonstrate competency on the primary demonstration of competency in social studies after making no fewer than two attempts may leverage a competency-based alternative.

**(1)** Students leveraging competency-based alternatives shall accomplish at least one of the following in addition to completing one of the competency-based alternatives outlined in Paragraph 2 of Subsection C of 6.19.7.14 NMAC:

**(a)** earn acceptance into a four-year institution of higher education that does not have an open acceptance policy and complete a free application for federal student aid;

**(b)** earn a grade of at least 3.0 on a 4.0 scale in the coursework required for graduation in U.S. history and geography, world history and geography, U.S. government, or economics;

**(c)** meet the performance level of “approaches expectations” on the primary demonstration of competency in U.S. history and geography, world history and geography, U.S. government, or economics;

**(d)** enroll in and pass no fewer than four courses over the duration of grade twelve including a course in U.S. history and geography, world history and geography, U.S. government, or economics;

**(e)** earn an offer letter from a branch of the United States military;

**(f)** earn acceptance into a department-approved apprentice program; or

**(g)** complete a department-approved internship for credit.

**(2)** A competency-based alternative in social studies shall be one of the following:

**(a)** attainment of a department-approved, industry-recognized certificate or credential in an area that incorporates skills in social studies, as determined by the department;

**(b)** completion of a program of study with courses that integrate state standards for social studies, as determined by the department, with a minimum grade point average of 3.0 on a 4.0 scale;

**(c)** attainment of at least one dual enrollment credit with a minimum grade 3.0 on a 4.0 scale in a social studies course approved by the department; or

**(d)** completion of a standards-based portfolio demonstrating mastery in U.S. government and economics.

**(3)** A student leveraging a standards-based portfolio to demonstrate competency in social studies shall provide artifacts that demonstrate the student’s ability to apply the knowledge and skills articulated in the state standards for U.S. government and economics.

[6.19.7.14 NMAC – Rp, 6.19.7.14 NMAC, 07/24/2018]

**6.19.7.15 PORTFOLIO:** Portfolio projects may be developed by LEAs.

**A.** Portfolio completion and scoring shall be based on the following:

**(1)** state standards for specific core content areas; and

**(2)** department-approved scoring rubrics.

**B.** Portfolios shall be submitted to a local review team no later than May 1 of the year of graduation under the guidance of a school administrator.

**C.** LEAs and charters shall establish a local review teams to score portfolios. Local review teams shall complete annual, department-approved rubric training. Members of a local review team shall complete trainings required by the department prior to the review of any portfolios. The review team shall include, at a minimum:

**(1)** a representative from a partnering postsecondary institution or a member of the business community;

**(2)** a highly effective or exemplary high school teacher as measured by the NMTEACH evaluation system as defined in 6.69.8 NMAC;

**(3)** a district level employee or school administrator;

**(4)** a member of tribal leadership or a designee, if applicable;

**(5)** the student’s IEP case manager, if applicable; and

**(6)** a member of the local school board or governing body.

[6.19.7.15 NMAC – Rp, 6.19.7.15 NMAC, 07/24/2018]

**HISTORY OF 6.19.7 NMAC: [RESERVED]**

**FREQUENTLY ASKED QUESTIONS**

1. **What’s the difference between a level one assessment, a level two assessment, and an EOC?**

**Level one assessments** are nationally-normed assessments accepted and used for college admissions and placement or admission to the military. Students are only required to make one attempt at the primary demonstration of competency in order to use a passing score on a level one assessment as an alternative assessment.

**Level two assessments** are more commonly used as diagnostic assessments to determine appropriate post-secondary coursework placement for students enrolling in two-year or four-year institutions of higher education or trade schools.

**EOCs** differ from the other assessments in that they are created by the NMPED.

Both level two assessments and EOCs require students to make two attempts on the primary assessment prior to being used. See **Appendices A-C** for a full listing of alternative assessments.

1. **How do students know which level one and level two assessments their school offers?**

Districts and schools determine which level one and level two assessments to offer students. Some of the assessments are offered at the school site while others are offered regionally at set dates and times throughout the year. High school counselors and administrators can provide up-to-date lists of which assessments are offered and when.

Certain assessments such as AP and IB require that a student has completed specific coursework. If a school does not offer a particular AP course, students can discuss options for taking an AP course online with their high school counselor. IB assessments are only available at schools that are authorized by the International Baccalaureate Organization to teach IB curriculum and programs.

1. **How do students find out which types of dual credit courses are offered at their school?**

Almost all high schools have at least one dual credit Master Agreement with a public college, university, or tribal college. The courses offered vary depending on what is agreed upon between the school or district and the institution of higher learning. High school counselors and/or administrators can provide students with a list of dual credit coursework specific to their school site. In some cases, coursework may be available through distance learning.

Master Agreements and course listings organized by location are available on the [**NMPED Dual Credit webpage**](http://www.ped.state.nm.us/ped/CCR_programs_dualcredit_appendices.html).

1. **How do students know if they are eligible to take dual credit courses?**

All students who have not yet received their High School Diploma or GED are eligible to take dual credit courses. Students must be enrolled in one-half or more of the minimum course requirements approved by the NMPED, or, if enrolled in a BIE-funded high school, must be receiving at least three documented contact hours per day. Students must also meet the eligibility requirements for New Mexico dual credit program participation established by the high school and the postsecondary institution. A full explanation of dual credit eligibility requirements is outlined in [**6.30.7 NMAC, Dual Credit**](https://webnew.ped.state.nm.us/wp-content/uploads/2017/12/CCRB_dualcredit_6.30.7.NMACPED.pdf).

1. **Who determines which dual credit courses will count as a competency-based alternative in each content area?**

Coursework will count for use as a competency-based alternative if the course is accepted as a credit in the specific content area by the institution of higher education. Remedial courses and courses that transfer as an elective may not be used to demonstrate competency.

1. **How do students get an internship?**

The types of internships available to students vary by region and school. Students should discuss internship opportunities with their high school counselor or administrator. In order for an internship to count as one of the criteria used to pursue a competency-based alternative, the internship must be approved by the school, paid (either in the form of an hourly wage or stipend), taken for at least a 0.5 credit, and be documented as an official course in STARS\*.

1. **How can I learn more about the program of study options?**

The [**New Mexico Career Clusters Guide**](https://webnew.ped.state.nm.us/wp-content/uploads/2018/03/CareerClustersBook_2016_NM_all_FINAL-REV_12.9.16.pdf) on the NMPED website provides a listing of all 16 career clusters and the programs of study falling under each.

1. **How do students know which programs of study are available at their school?**

Most schools offer at least one program of study, and the number of options being offered across the state continues to grow; additionally, some courses required to complete a program of study are offered as online classes. High school counselors and administrators will have the most up-to-date information about which programs of study are currently available.

1. **Which apprenticeships are approved for students to use?**

The PED accepts any registered apprenticeship approved by the Department of Workforce Solutions (DWS). DWS approves and adds registered apprenticeships to their website on a rolling basis. The most current list will always be available at [**https://www.dws.state.nm.us/Job-Seeker/Jobs-and-Careers/Apprenticeship/Current-Programs**](https://www.dws.state.nm.us/Job-Seeker/Jobs-and-Careers/Apprenticeship/Current-Programs)

\* STARS is the Student Teacher Accountability Reporting System that serves as the primary data collection platform for schools and districts to submit required data to NMPED.