



# New Mexico High School Graduation Manual

**Class of 2022**

Updated 8/28/2018





# The State of New Mexico

## New Mexico High School Graduation Manual Class of 2022

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Governor

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## Introduction

On July 24, 2018, **6.19.7 NMAC, Demonstration of Competency for High School Graduation** became effective for the graduating class of 2022 and any graduating class thereafter. *(This rule does not apply to students in the graduating classes of 2019, 2020, and 2021.)* The rule defines how students may demonstrate competency in each of the five core content areas. Under the new rule, students may demonstrate competency by: **(1)** earning passing scores on the primary demonstrations of competency; **(2)** earning passing scores on PED-approved alternative assessments; or **(3)** completing the requirements for a competency-based alternative.

The New Mexico High School Graduation Manual for the Class of 2022 includes a detailed overview of how students may demonstrate competency in each of the five core content areas, the list of approved alternative assessments and competency-based alternatives, options for students with individualized graduation goals established in their Individualized Education Program, and rubrics and checklists for the use of standards-based portfolios. The manual is also available on the [PED website](#).

### Additional resources on the PED website include:

- [Class of 2022 Graduation Checklist](#): This Excel spreadsheet is an optional tool designed to support high school counselors, teachers, students, and parents in tracking which coursework and competency requirements a student has met.
- [FAQ](#): The FAQ at this link will be updated regularly to provide clarification on some of the most frequently received questions from students, parents, teachers, counselors, etc.

For questions regarding **the new graduation policy**, please contact the College and Career Readiness Bureau at [grad.questions@state.nm.us](mailto:grad.questions@state.nm.us). (Please specify the year of the graduating class your question refers to in any emails.)

For questions regarding **assessments and passing scores**, please contact the Assessment Bureau, at [ped.assessment@state.nm.us](mailto:ped.assessment@state.nm.us).

## Acknowledgements

**The New Mexico Public Education Department extends our appreciation to the following for their contributions to this manual:**

### *Participants in the Future Ready Students Working Groups*

Albuquerque Charter Academy  
Albuquerque Public Schools  
Aztec Municipal School District  
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Legislative Education Study Committee  
Moriarty-Edgewood School District  
New Mexico Charter School Coalition  
New Mexico Coalition of Education Leaders  
New Mexico Kids Can  
New Mexico Parent Teachers Association  
New Mexico School Boards Association  
New Mexico Superintendents Association  
New Mexico Teacher Leader Network  
Pecos Independent Schools  
Rio Rancho Public Schools  
The Bridge of Southern New Mexico  
The Learning Alliance  
The University of New Mexico

### *Participants in the Portfolios as Demonstrations of Competency Working Group*

Albuquerque Public Schools  
Aztec Municipal School District  
Capitan Municipal Schools  
Gadsden Independent School District  
Laguna Pueblo Board of Education  
Las Cruces Public Schools  
New Mexico Virtual Academy  
Region IX Education Cooperative  
Zuni Public Schools

## Technical Corrections

Changes to the manual will be limited to the following:

- Technical corrections
- Addition of EOC passing scores for each new testing year
- Addition of new tests or updates to the passing scores for current tests due to changes made by the test creator
- Currently “TBD” information (for example: passing scores for the new Science test)

*With the exception of cases outside the control of the PED, (ex: a test, certificate, credential, etc. becomes obsolete or is no longer available) options will only be added and not removed from the manual. Nothing established in 6.19.7 NMAC, Demonstration of Competency for High School Graduation may be changed unless the rule itself has been changed.*

Correction/Addition	Page(s)	Date
<b>Appendix C:</b> Industry-Recognized Credentials and Certificates <ul style="list-style-type: none"><li>• Addition of language describing the petition process</li></ul>	57	8/28/2018
<b>Appendix D:</b> Programs of Study (by content area) <ul style="list-style-type: none"><li>• Addition of programs of study in Clean Energy, Facility and Mobile Equipment, General Management, Production, and SREB Aeronautics</li></ul>	59	8/28/2018
<b>Appendix E:</b> Programs of Study Required Coursework <ul style="list-style-type: none"><li>• Technical corrections to course codes and course names</li></ul>	61	8/28/2018

# TABLE OF CONTENTS

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<b>New Mexico Diploma of Excellence .....</b>	<b>1</b>
Coursework Requirements .....	2
Competency Requirements .....	4
Data Reporting Requirements .....	7
<b>Demonstrations of Competency .....</b>	<b>8</b>
Mathematics .....	8
Reading .....	10
Writing .....	12
Science .....	14
Social Studies .....	16
<b>Students with Individualized Education Programs (IEPs) .....</b>	<b>18</b>
<b>English Learners .....</b>	<b>19</b>
<b>Waivers for Out-of-State Transfers .....</b>	<b>21</b>
<b>Standards-Based Portfolios &amp; Rubrics .....</b>	<b>23</b>
Writing .....	24
Science .....	31
Social Studies .....	43
<b>Glossary .....</b>	<b>51</b>
<b>Appendices .....</b>	<b>53</b>
<b>Appendix A: Alternative Assessments .....</b>	<b>53</b>
<b>Appendix B: Scores Defined as Approaching Expectations .....</b>	<b>56</b>
<b>Appendix C: Industry-Recognized Credentials and Certifications .....</b>	<b>57</b>
<b>Appendix D: Programs of Study (by content area) .....</b>	<b>59</b>
<b>Appendix E: Programs of Study Required Coursework .....</b>	<b>61</b>
<b>Appendix F: New Mexico Statute (NMSA) .....</b>	<b>65</b>
<b>Appendix G: New Mexico Administrative Code (NMAC) .....</b>	<b>69</b>

## 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 F](#) 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.

Pursuant to 22-13-1.1 NMSA 1978, 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 passing score 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	
Content Area	Coursework
English Language Arts (Reading & Writing)	4 credits
Mathematics	4 credits including Algebra II
Social Studies	3.5 credits
Science	3 credits (including 2 labs)
Physical Education	1 unit
Health	0.5 unit
Career Cluster, Workplace Readiness, or Language	1 unit
Electives	7.5 units

Competency Requirements	
Content Area	Primary Assessment*
English Language Arts (Reading & Writing)	PARCC ELA Grade 11
Mathematics	PARCC Geometry, Algebra II, or Integrated Math II or III
Social Studies	End-of-Course Exam
Science	Grade 11 NM STEM Ready! Science Assessment

\*The NMAPA serves as the primary assessment for students with severe cognitive disabilities.

# New Mexico Diploma of Excellence

## Coursework Requirements: Core Content Areas

Content Area	Required Coursework	Coursework Options (STARS course code)
<b>Mathematics</b>	4 credits of math in high school, including Algebra II (or equivalent) unless excused in junior Next Step Plan	<ul style="list-style-type: none"> <li>• Computer Science A (0327 or 0346)*</li> <li>• Computer Science Principles (0345 or 0336)*</li> <li>• Algebra I (2031)</li> <li>• Algebra II (2041)</li> <li>• Algebra II/Trig (2044)</li> <li>• Applied Math (2024)</li> <li>• Financial Literacy (2097)</li> <li>• Fractal Mathematics (2039)*</li> <li>• Geometry (2034)</li> <li>• Integrated Pathway: Math I (2080)</li> <li>• Integrated Pathway: Math II (2081)</li> <li>• Integrated Pathway: Math III (2083)</li> <li>• Mathematical Modeling (2078)*</li> <li>• Probability and Statistics (2029)</li> <li>• Scientific Technologies (1783)*</li> <li>• AP and IB courses in Mathematics</li> <li>• Courses at a higher level than Algebra II</li> </ul>
<b>Reading and Writing</b>	4 credits of English with major emphasis on grammar, nonfiction writing, and literature	<ul style="list-style-type: none"> <li>• ELA 1 (1001)/ELA-ELD I (1064)**</li> <li>• ELA 2 (1002)/ELA-ELD II (1065)**</li> <li>• ELA 3 (1003)/ELA-ELD III (1066)**</li> <li>• ELA 4 (1004)/ELA-ELD IV (1067)**</li> <li>• SREB Literacy Ready (1037)</li> <li>• AP and IB courses in English Language Arts</li> </ul>
<b>Science</b>	3 credits of science	<ul style="list-style-type: none"> <li>• Secondary courses under STARS codes in the 1700s (includes AP and IB courses in science)</li> <li>• Computer Science A (0327 or 0346)*</li> <li>• Computer Science Principles (0345 or 0336)*</li> <li>• Fractal Mathematics (2039)*</li> <li>• Mathematical Modeling (2078)*</li> <li>• Scientific Technologies (1783)*</li> </ul> <p>(2 credits must include a laboratory component)</p>
<b>Social Studies</b>	3.5 credits to include U.S. history and geography, world history and geography, government and economics, and 0.5 credit of N.M. history	<ul style="list-style-type: none"> <li>• US History and Geography (2729)</li> <li>• World History and Geography (2706)</li> <li>• 0.5 U.S. Government (2730)</li> <li>• 0.5 Economics (2741)</li> <li>• 0.5 N.M. History (2717)</li> <li>• AP and IB courses in Social Studies</li> </ul>

\*Students who demonstrate proficiency in the PARCC Geometry or Algebra II and meet the Algebra II graduation requirement may utilize a qualifying computer science course and earn a mathematics graduation credit. Students who demonstrate proficiency in the science assessment may utilize a qualifying computer science course and earn a science credit.

\*\*ELD courses are intended for English learners (ELs) whose English language proficiency level is nearing proficiency, as measured by the PED-approved annual English language proficiency assessment.

## New Mexico Diploma of Excellence

### Coursework Requirements: Additional Content Areas

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Content Area	Required Coursework	Coursework Options (STARS course code)
<b>Physical Education</b>	1 unit in physical education	<b>Options vary by school. Examples include:</b> <ul style="list-style-type: none"> <li>• Marching band</li> <li>• JROTC</li> <li>• Interscholastic sports</li> </ul>
<b>Career Cluster, Workplace Readiness, Language</b>	1 unit in a career cluster course, workplace readiness, or a language other than English	<b>Options vary by school.</b>
<b>Electives</b>	7.5 elective units that meet department content and performance standards	<b>Options vary by school. Examples include:</b> <ul style="list-style-type: none"> <li>• Student service learning</li> <li>• Pre-apprenticeship programs</li> <li>• Media literacy</li> <li>• Additional courses in core subjects</li> </ul>
<b>Health</b>	1 course (0.5 or 1 credit) in health	<ul style="list-style-type: none"> <li>• Health (1401) as an elective unit above (E) or as completed in middle school (MS)</li> </ul>
At least one course must be honors, advanced placement (AP), 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

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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 department-approved alternative assessment.	Students demonstrate competency by meeting one qualifying criterion 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 the section on [Students with Individualized Education Programs](#)). All students must take the primary assessment in the core content areas at least once. Students who do not pass the primary assessment on the first administration must be offered a second opportunity to meet the required passing score(s). In general, students in the graduating class of 2022 will take PARCC in English language arts and mathematics and the Grade 11 Science assessment as juniors in the spring of 2021. A second attempt may be made during their senior year, in fall 2021.

Students who do not demonstrate competency on the primary assessments may leverage alternative assessments or competency-based alternatives to meet competency requirements.

### Alternative Assessments

Students must have attempted the primary demonstration of competency **at least one time** before using an alternative assessment to demonstrate competency, unless the PED approves a waiver (see page 20). To demonstrate competency, the alternative assessment must align with the specific core content area.

[Appendix A](#) provides an overview of the eligible assessments, including End-of-Course Exams (EOCs), in each content area and their passing scores. Students are limited to two attempts on individual EOC exams. For instance, once a student has taken the Algebra II EOC twice, they are not allowed additional attempts. However, the student may take a different mathematics EOC approved for use as an alternative assessment, such as geometry or pre-calculus.

# New Mexico Diploma of Excellence

## Competency Requirements

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### Competency-Based Alternatives

In addition to making at least one attempt at the primary assessment, students are required to meet one of the following qualifying criteria (QC) to leverage a competency-based alternative to demonstrate competency.

Qualifying Criteria
<b>QC1:</b> Earn a GPA of at least 3.0 in the coursework required for graduation in the specific content area
<b>QC2:</b> Earn a score defined as “approaching expectations” on the primary assessment
<b>QC3:</b> Enroll in and pass no fewer than four courses in senior year (with one in the specific content area)
<b>QC4:</b> Earn an offer letter from a branch of the United States military for full-time enlistment
<b>QC5:</b> Earn acceptance into an apprenticeship program*
<b>QC6:</b> Complete a paid internship for credit over the course of at least one full semester**

Students leveraging a competency-based alternative in more than one core content area may use a QC more than once, so long as it is not content specific. For example, a student could use acceptance into an apprenticeship program to qualify for use of a competency-based alternative in both math and reading. However, qualifying criteria that are specific to content may only be used to leverage a competency-based alternative for the same content area. For example, the qualifying criterion of “earn a score defined as approaching expectations on the primary assessment” in science cannot additionally be used as a qualifying criterion for reading.

#### Qualifying Criteria specific to content include:

- Earn a score defined as “approaching expectations” on the primary assessment (see [Appendix B](#))
- Earn a GPA of at least 3.0 in the coursework required for graduation in the specific content area
- Enroll in and pass no fewer than four courses in senior year (with one in the specific content area)

#### Qualifying Criteria not specific to content include:

- Earn an offer letter from a branch of the United States military for full-time enlistment
- Earn acceptance into an apprenticeship program
- Complete a paid internship for credit over the course of at least one full semester

\* **Apprenticeship programs** are post-secondary, work-based “earn and learn” opportunities that allow students to learn the skills specific to a career pathway while working as a paid employee. The New Mexico Department of Workforce Solutions publishes a list of active, registered apprenticeships as Current Programs on their website.

\*\***Internships** vary by region and school. In order for an internship to count as a QC, the internship must be: 1) approved by the school, 2) paid (either in the form of an hourly wage or stipend), 3) taken for at least a 0.5 credit, and 4) documented as an official course in STARS.

A student must meet at least one of the qualifying criteria defined in the table on page 6 in addition to completing a competency-based alternative in order to use the alternative as a demonstration of competency. **Competency-based alternatives include:** industry-recognized credentials and certificates, programs of study, dual credit coursework, and standards-based portfolios. **Standards-based portfolios are only 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

- Credentials and certificates offered vary by school
- A non-degree award for demonstrating competency in specific technical skills
- Qualify a student for a specific occupation
- [Appendix C](#) 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](#)
- Courses from different programs of study cannot be combined
- Courses must be taken in sequence to qualify as a competency-based alternative
- Students must complete **at least three courses in a defined course sequence** and earn a GPA of at least 3.0
- [Appendix D](#) provides a full listing of the programs of study approved for use as a competency-based alternative in each content area
- [Appendix E](#) 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
- Dual credit course offerings are unique to each school
- Final GPA in course of 3.0 or higher
- Remedial courses and coursework that transfer as an elective credit may not be used to demonstrate competency

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 PED website under [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 five core content areas, the student shall be issued a certificate of completion indicating course credits earned and grade level completed. Students issued a certificate of completion may provide alternative demonstrations of competency to the LEA within five years of exiting a public school or state educational institution in order to satisfy competency requirements in the five core content areas and earn a New Mexico Diploma of Excellence.

# New Mexico Diploma of Excellence

## Data Reporting Requirements

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### Student Teacher Accountability Reporting System (STARS)

The PED Information Technology team will develop new STARS fields to allow LEAs to easily incorporate new data reporting requirements for high school graduation into existing data reporting timelines and practices. Changes will be made to the STARS manual and communicated to STARS Coordinators by the PED.

### Pursuant to 6.19.7 NMAC, each LEA will report the following via [STARS](#):

- Student method of demonstrating competency (primary assessment, alternative assessment, or competency-based alternative) by content area
- Type of alternative assessment or competency-based alternative used by each student by content area

### The PED will use data input into STARS by LEAs to analyze the following:

- Percent of students graduating using the primary assessments only
- Percent of students graduating using at least one alternative assessment or one competency-based alternative and the content area(s)
- Types of alternative assessments and competency-based alternatives used by content area

**While most data will be input via STARS, internal records must also be kept by each LEA per the requirements of 6.19.7.9 NMAC, Data reporting and Graduation Rates.**

#### **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 monitor the implementation of 6.19.7 NMAC. LEAs shall cooperate with department audits. Audits may include review and analysis of any of the following:

- (1) standards-based portfolios;
- (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.

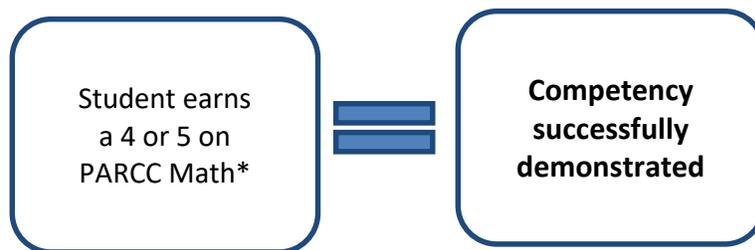
## Demonstration of Competency Mathematics Overview

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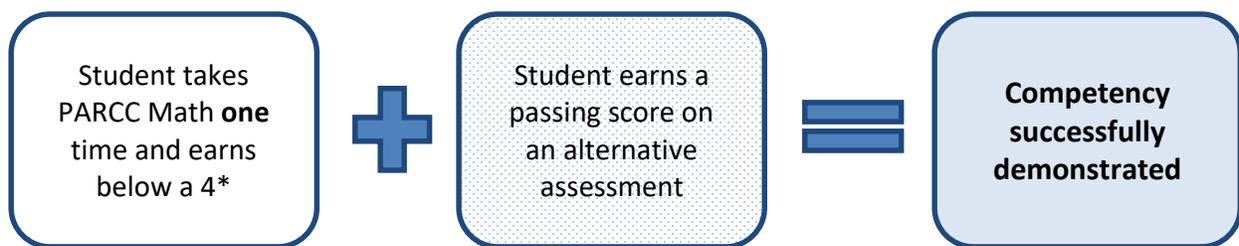
Students can demonstrate competency in mathematics in three different ways.

1. Students can demonstrate competency using the primary assessment:

Mathematics Primary Assessments			
PARCC Algebra II	PARCC Geometry	PARCC Integrated Math II	PARCC Integrated Math III

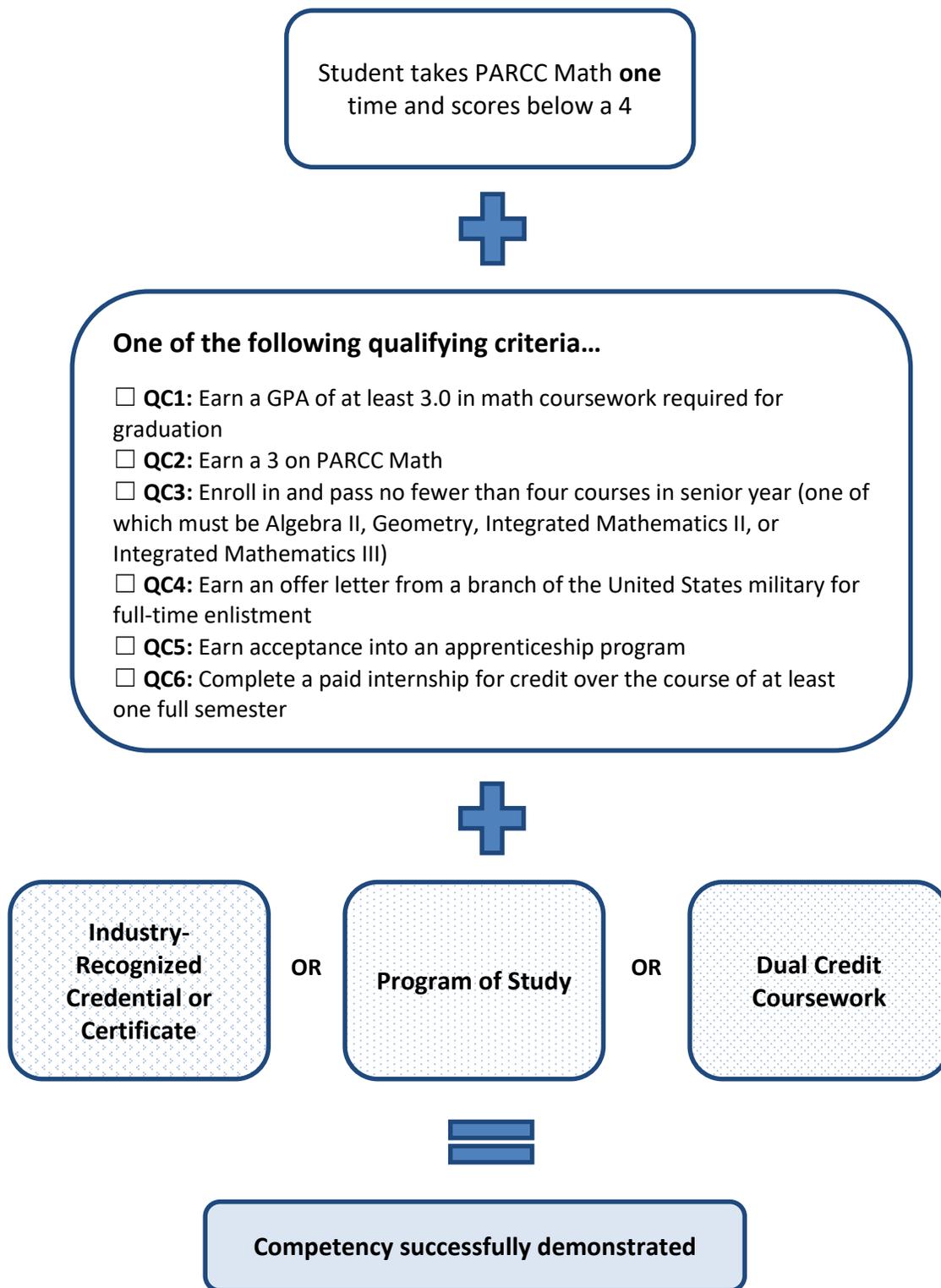


2. Students can demonstrate competency using an alternative assessment:



\*Students following the **modified option**, whose IEPs establish individualized passing scores, should default to their individualized score when determining demonstration of competency on primary and alternative assessments. Students following the **ability option** will take NMAPA as the primary assessment.

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



**Industry-Recognized Credentials and Certificates** are defined in [Appendix C](#). **Programs of Study** are defined in [Appendix D–E](#).

# Demonstration of Competency

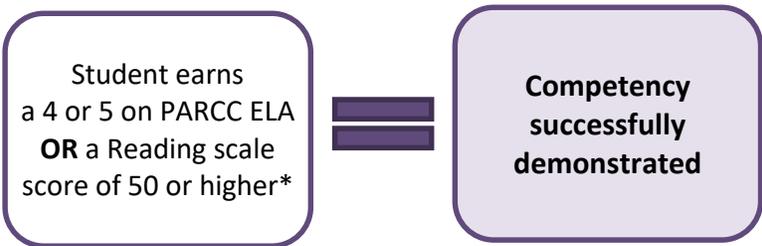
## Reading Overview

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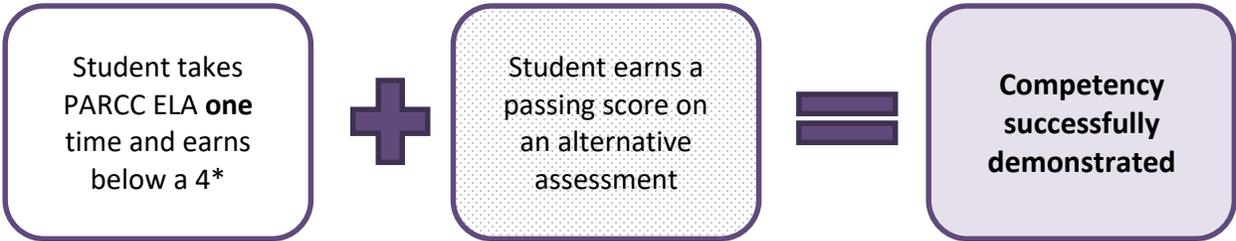
Students can demonstrate competency in reading in three different ways.

1. Students can demonstrate competency using the primary assessment:

Reading Primary Demonstration of Competency		
Grade 11 PARCC English Language Arts (ELA)	OR	Grade 11 PARCC ELA, Reading scale score

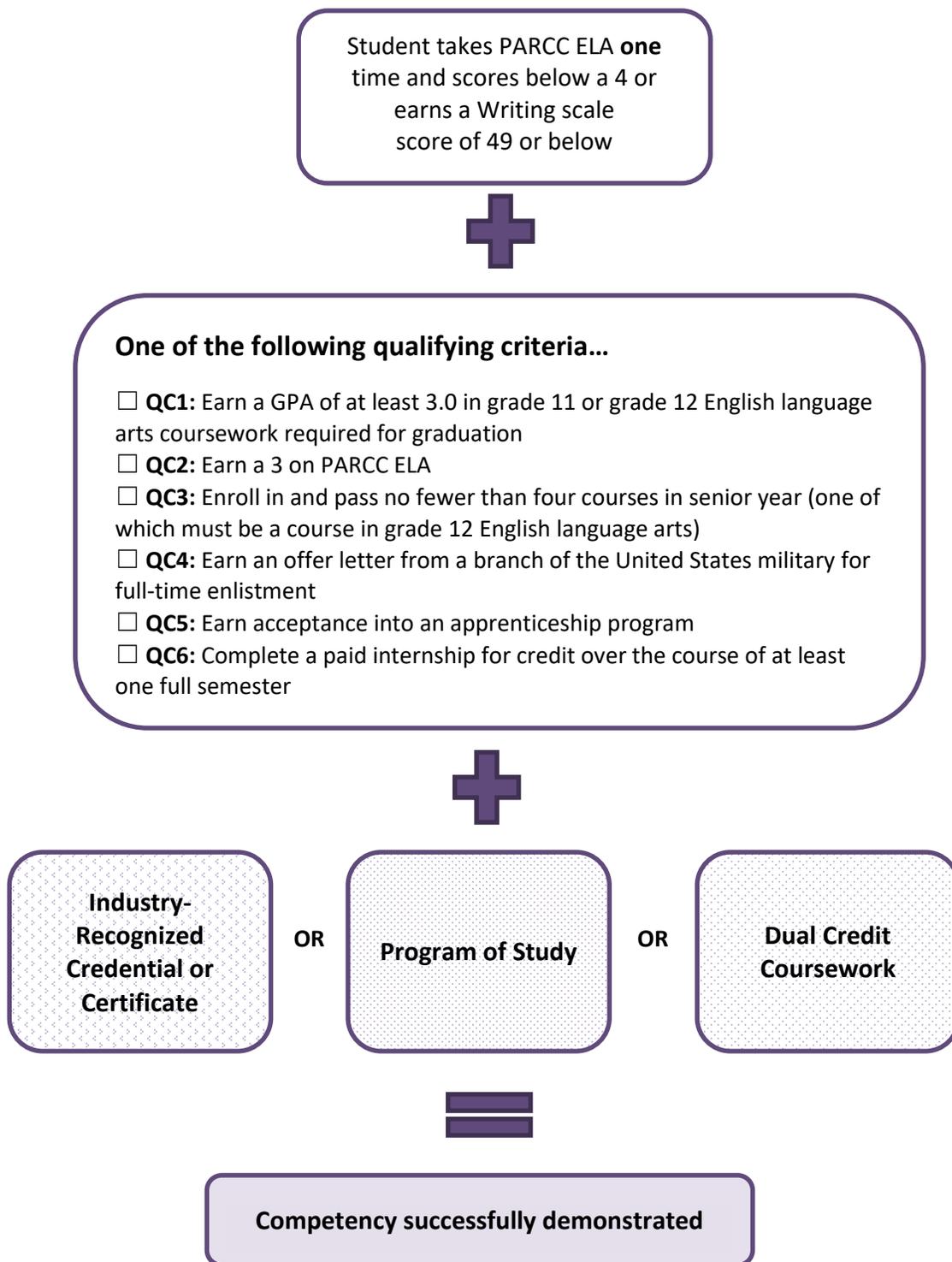


2. Students can demonstrate competency using an alternative assessment:



\*Students following the **modified option**, whose IEPs establish individualized passing scores, should default to their individualized score when determining demonstration of competency on primary and alternative assessments. Students following the **ability option** will take NMAPA as the primary assessment.

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



Industry-Recognized Credentials and Certificates are defined in [Appendix C](#). Programs of Study are defined in [Appendix D–E](#).

# Demonstration of Competency

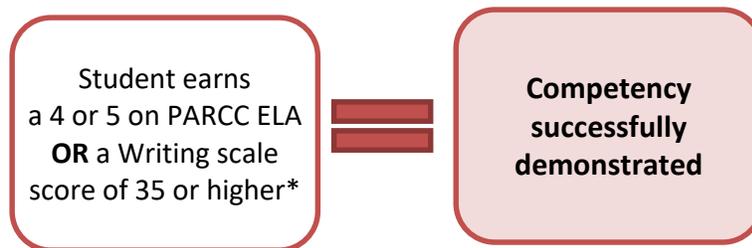
## Writing Overview

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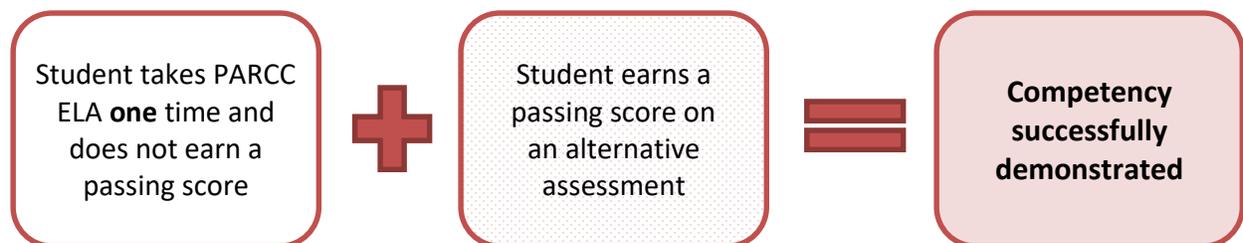
Students can demonstrate competency in writing in three different ways.

1. Students can demonstrate competency using the primary assessment:

Writing Primary Demonstration of Competency		
Grade 11 PARCC English Language Arts (ELA)	OR	Grade 11 PARCC ELA, Writing scale score



2. Students can demonstrate competency using an alternative assessment:



\*Students following the **modified option**, whose IEPs establish individualized passing scores, should default to their individualized score when determining demonstration of competency on primary and alternative assessments. Students following the **ability option** will take NMAPA as the primary assessment.

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

Student takes PARCC ELA **one** time and scores below a 4 or earns a Writing scale score of 34 or below



**One of the following qualifying criteria...**

- QC1:** Earn a GPA of at least 3.0 in writing coursework required for graduation
- QC2:** Earn a 3 on PARCC ELA
- QC3:** Enroll in and pass no fewer than four courses in senior year (one of which must be a course in grade 12 writing)
- QC4:** Earn an offer letter from a branch of the United States military for full-time enlistment
- QC5:** Earn acceptance into an apprenticeship program
- QC6:** Complete a paid internship for credit over the course of at least one full semester



Industry-Recognized Credential or Certificate

OR

Program of Study

OR

Dual Credit Coursework

OR

Standards-Based Portfolio



Competency successfully demonstrated

Industry-Recognized Credentials and Certificates are defined in [Appendix C](#). Programs of Study are defined in [Appendix D–E](#).

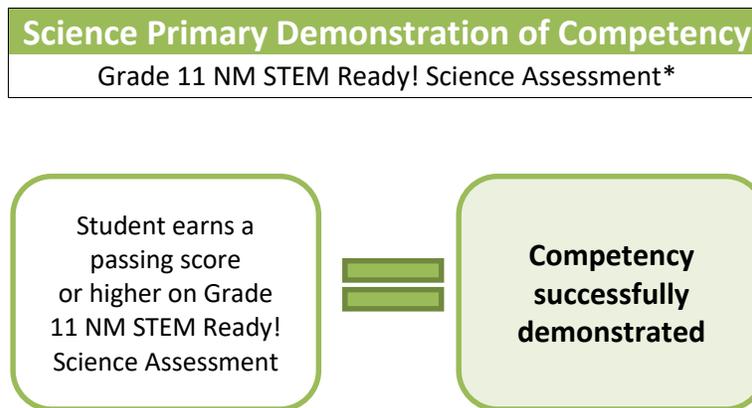
# Demonstration of Competency

## Science Overview

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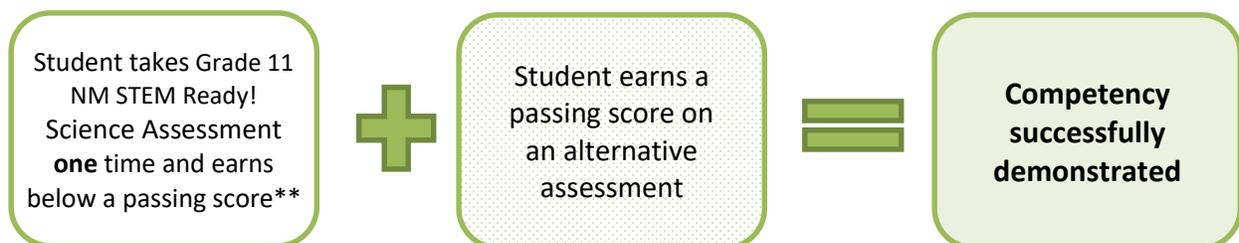
Students can demonstrate competency in science in three different ways.

1. Students can demonstrate competency using the primary 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. An FAQ detailing the transition to the new assessment can be accessed on the [SBA School Information page](#) on the PED website.

2. Students can demonstrate competency using an alternative assessment:



\*\*Students following the **modified option**, whose IEPs establish individualized passing scores, should default to their individualized score when determining demonstration of competency on primary and alternative assessments. Students following the **ability option** will take NMAPA as the primary assessment.

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

Student takes Grade 11 NM STEM Ready! Science Assessment **one** time and earns below a passing score



**One of the following qualifying criteria...**

- QC1:** Earn a GPA of at least 3.0 in science coursework required for graduation
- QC2:** Earn a score qualifying as “approaching expectations” on the Grade 11 NM STEM Ready! Science Assessment (See [Appendix B](#))
- QC3:** 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)
- QC4:** Earn an offer letter from a branch of the United States military for full-time enlistment
- QC5:** Earn acceptance into an apprenticeship program
- QC6:** Complete a paid internship for credit over the course of at least one full semester



Industry-Recognized Credential or Certificate

OR

Program of Study

OR

Dual Credit Coursework

OR

Standards-Based Portfolio



Competency successfully demonstrated

**Industry-Recognized Credentials and Certificates** are defined in [Appendix C](#). **Programs of Study** are defined in [Appendix D–E](#).

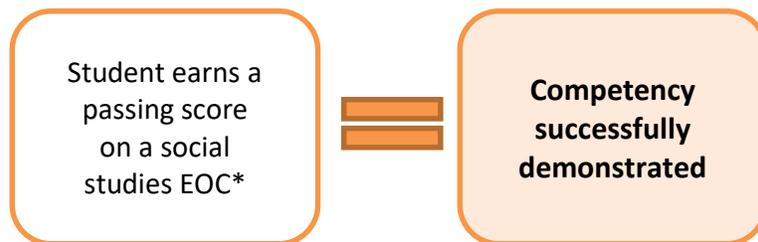
# Demonstration of Competency

## Social Studies Overview

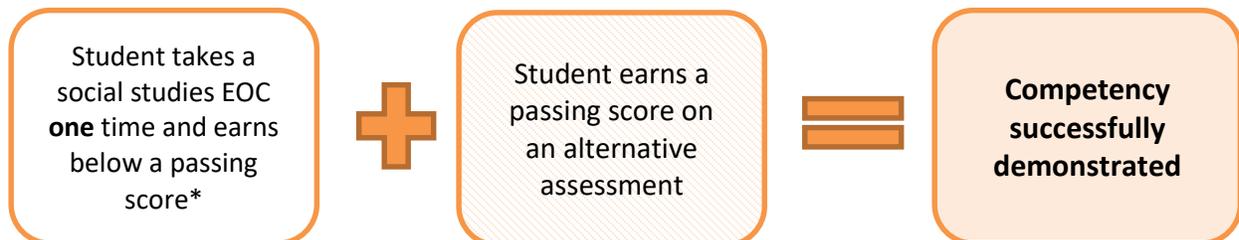
Students can demonstrate competency in social studies in three different ways.

1. Students can demonstrate competency using the primary assessment:

Social Studies Primary Demonstration of Competency	
End-of-Course Exam	Passing Score
New Mexico History 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.
World History & Geography EOC	
US History & Geography EOC	
US Government EOC	
Economics EOC	



2. Students can demonstrate competency using an alternative assessment:



\*Students following the **modified option**, whose IEPs establish individualized passing scores, should default to their individualized score when determining demonstration of competency on primary and alternative assessments. Students following the **ability option** will take NMAPA as the primary assessment.

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

Student takes a social studies EOC **one** time and earns below a passing score



**One of the following qualifying criteria...**

- QC1:** Earn a GPA of at least 3.0 in social studies coursework required for graduation
- QC2:** Earn a score qualifying as “approaching expectations” on a social studies primary assessment (See [Appendix B](#))
- QC3:** Enroll in and pass no fewer than four courses in senior year (one of which must be a course in New Mexico history, U.S. history and geography, world history and geography, U.S. government, or economics)
- QC4:** Earn an offer letter from a branch of the United States military for full-time enlistment
- QC5:** Earn acceptance into an apprenticeship program
- QC6:** Complete a paid internship for credit over the course of at least one full semester



Industry-Recognized Credential or Certificate

OR

Program of Study

OR

Dual Credit Coursework

OR

Standards-Based Portfolio



Competency successfully demonstrated

Industry-Recognized Credentials and Certificates are defined in [Appendix C](#). Programs of Study are defined in [Appendix D–E](#).

## Students with Individualized Education Programs (IEPs)

The IEPs for students with disabilities shall specify which assessments each student will participate in and what, if any, accommodations or modifications in administration are needed to enable the student to participate. For students with severe cognitive disabilities, the New Mexico Alternate Performance Assessment (NMAPA) will serve as the state-approved alternate primary assessment. Students with IEPs and **no** individualized graduation modifications will follow the guidelines established in the Graduation Manual and in [6.19.7 NMAC](#).

Outlined below are the two assessment options for students whose IEPs have individualized graduation criteria.

### Modified Option

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**Primary Assessment:** Students on the modified option will take the primary assessments (with accommodations when applicable\*). The student's IEP team will establish individualized passing scores.

**Alternative Assessments:** Students are allowed an additional attempt at the EOC (up to three attempts per EOC). The first attempt may be used to establish passing scores that define a passing grade for that student.

**Competency-Based Alternatives:** Students who do not demonstrate competency via the primary or alternative assessment may choose to utilize a competency-based alternative. Modifications may be made by the IEP team to the standards-based portfolio passing score.

\* A student with a disability who is receiving special education services should be offered all accommodations as provided in the student's IEP. The IEP team must review the allowable accommodations as described in the New Mexico Assessment Accommodations Manual and must be familiar with the allowable accommodations. This must include additional testing opportunities and individualized passing scores.

### Ability Option

---

**Primary Assessment:** Students with severe cognitive impairments that affect the student in multiple settings (school, home, and community) may leverage the **Grade 11 NMAPA** as the primary assessment in each of the five core content areas. The chart below defines the passing scores for each of the Grade 11 NMAPA tests.

Ability Option Primary Assessment	Passing Score**
NMAPA: Grade 11 Mathematics	506
NMAPA: Grade 11 ELA	479
NMAPA: Grade 11 Science	501
NMAPA: Grade 11 Social Studies	500

\*\*In some cases, the student's IEP team may choose to establish individualized passing scores.

**Alternative Assessments:** NMAPA is the state-approved alternate assessment designed to meet the requirements of the Elementary and Secondary Education Act (ESEA) and the Individuals with Disabilities Education Act (IDEA). Therefore, there are no alternative assessments for the NMAPA.

**Competency-Based Alternatives:** Students who do not demonstrate competency via the primary or alternative assessment may choose to utilize a competency-based alternative. Modifications may be made by the IEP team to the standards-based portfolio passing score.

## English Learners (ELs)

### Primary Assessment Accommodations

---

Accommodations are made for non-English speakers who transfer to a United States high school during grades nine through twelve. The type of accommodation is dependent on the length of time for which the student has been enrolled in a US school.

The table below provides an overview of the **assessment accommodations** available to newly-arrived English learners.

Primary Assessment Accommodations for ELs	
Pursuant to Subsection M of 6.29.1.9 NMAC	
Length of time in US at time of testing	Accommodation(s)
Less than a full academic year	Students shall participate in the statewide assessment program but will be <b>exempt</b> from participating in the New Mexico standards-based assessment for <b>reading</b> . When appropriate and available, the student may take the statewide assessments in Spanish.
Less than three consecutive years	Students will participate in the statewide assessment program in one of three ways: <b>(1)</b> participate in the standard administration of the English-language version of the assessment without accommodations; <b>(2)</b> participate in the English-language version of the assessment with appropriate accommodations; or <b>(3)</b> participate in the standard administration of the Spanish-language version of the assessment, when appropriate and available.
Three or more consecutive years	Students will participate in the English-language version of assessments with allowable accommodations (when applicable). A <b>waiver</b> is required to continue testing the student in Spanish and must be approved by the PED.

### Testing Waivers for ELs:

Pursuant to 6.29.1.9 NMAC, Standards for Excellence, testing waivers are valid for the school year that the request is made. Only two waiver requests are allowed for a student. After two waiver requests the student will participate in the English-language version of the assessments.

The waiver request shall be submitted to the secretary of education for approval by the district's superintendent or the charter school administrator at least three months prior to the assessment's administration. The request shall take the form of a memorandum that includes: 1) student name, 2) student's state identification number, 3) school in which the student is currently enrolled, 4) student's grade level, 5) student's English language proficiency scores on ACCESS for ELLs 2.0 © and date(s) of most recent ACCESS for ELLs 2.0 © administration, 6) an indication of whether this is the first or second waiver request for the student, 7) the reason or justification for the waiver request, and 8) the names of the school team members involved in the decision to request the waiver.

## English Learners (ELs)

### Alternative Assessment Accommodations

---

Alternative Assessment Accommodations for ELs	
Length of time in US	Accommodation(s)
<b>Less than three consecutive years</b>	<p>Students may apply permitted, documented accommodations to an alternative assessment or competency-based alternative when appropriate.</p> <p><b>Alternative Assessments:</b> EOCs provided by the PED in Spanish include SLA Reading III, SLA Writing III, and Geometry. Otherwise, districts are allowed to provide oral or written translations in Spanish.</p> <p><b>Competency-based alternatives:</b> Standards-based portfolios may include artifacts completed in languages other than English, as long as all members of the review team speak the other language. The artifact must be capable of being evaluated by all members of the local review team, regardless of language.</p>
<b>Three or more consecutive years</b>	<p>Students must seek a waiver to apply permitted, documented accommodations to an alternative assessment or competency-based alternative. Waiver requirements must follow the protocol for see Testing Waivers for ELs described on page 19.</p>

### Competency-Based Alternative Accommodations

---

Competency-Based Alternative Accommodations for ELs	
Length of time in US	Accommodation(s)
<b>Less than three consecutive years</b>	<p>Students may apply permitted, documented accommodations to a competency-based alternative when appropriate.</p> <p><b>Competency-based alternatives:</b> Standards-based portfolios may include artifacts completed in languages other than English, as long as all members of the review team speak the other language. The artifact must be capable of being evaluated by all members of the local review team, regardless of language.</p>
<b>Three or more consecutive years</b>	<p>Students must complete and/or submit the competency-based alternative in English.</p>

## Waivers for Out-of-State Transfers

### Competency Requirements for Out-of-State Transfer Students

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Students in the graduating class of 2022 who transfer to a New Mexico high school from an out-of-state high school shall still meet competency requirements to earn a New Mexico Diploma of Excellence. Some transfer students may have certain requirements automatically waived due to the timing and circumstances of their transfer. Competency requirements will vary based on the student's grade level at the time of the transfer and when in the school year the transfer occurs. Waiver Requests are required of students who wish to use out-of-state exit assessments as an alternative assessment in the core content areas. Multiple requests may be made on the same form. Waiver Requests are submitted to, and approved at the discretion of, the PED.

#### TRANSFER BEFORE TWELFTH GRADE YEAR

##### If the student transfers in the ninth or tenth grade year...

**...then the student must take the New Mexico primary assessments in the five core content areas.** The student may submit a Waiver Request to use a passing score on an out-of-state exit assessment as an alternative assessment in the correlating content area.

##### If the student transfers in the eleventh grade year...

###### Before or during spring testing

**...then the student must take the New Mexico primary assessments in the five core content areas.** The student may submit a Waiver Request to use a passing score on an out-of-state exit assessment as an alternative assessment in the correlating content area. If a student arrives after the window for a particular test has closed, they must take the test when it is administered again in the fall.

##### If the student transfers in the eleventh grade year...

###### After spring testing

**...then the student must take the New Mexico primary assessments in English Language Arts and Mathematics (PARCC) in the fall of their twelfth grade year.** The student may submit a Waiver Request to use a passing score on an out-of-state exit assessment as an alternative assessment in the correlating content area.

## TRANSFER DURING TWELFTH GRADE YEAR

### If the student transfers in the twelfth grade year...

#### **Before or during fall testing**

**...then the student must take the New Mexico primary assessments in English Language Arts and Mathematics (PARCC).** The student may submit a Waiver Request to use a passing score on an out-of-state exit assessment as an alternative assessment in the correlating content area. Demonstration of competency in science and social studies is automatically waived.

### If the student transfers in the twelfth grade year...

#### **After fall testing**

**...then the student may use passing scores on an out-of-state exit exam in the subjects of mathematics, reading, and writing as a demonstration of competency.** Demonstration of competency in science and social studies is automatically waived.

## Standards-Based Portfolios

### Overview

---

With the support of stakeholders and field experts, the PED has developed the requirements and grading protocols for standards-based portfolios to be used uniformly across the state. Portfolio outlines for writing, science, and social studies follow in pages 25 – 51 and include the following key components:

- Requirements
- Sample portfolios
- Checklists
- Score summary
- Rubrics

It is the responsibility of schools, districts, and local review team participants to ensure that all requirements for standards-based portfolios outlined in [6.19.7 NMAC, Demonstration of Competency for High School Graduation](#) and any additional requirements adopted by the local school district or state-chartered charter school are met.

### Schools and Districts

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Each district or state-chartered charter school choosing to allow standards-based portfolios as a demonstration of competency will have **primary ownership over key procedural and implementation decisions**. These decisions include, but are not limited to, the following:

- How to provide support for students when determining their options for demonstrating competency and what is best for them
- Whether to provide teacher or counselor advisement and/or create an elective to support students with compiling and finalizing portfolios
- Whether to require more than what is required by the portfolio outlines and rubrics (schools and districts may add to, but not take away from the minimum requirements established in this manual)
- How to recruit and select local review team members
- Whether to compensate local review team members, while ensuring compliance with the requirements of 6.19.7 NMAC
- All scheduling decisions, including the selection of a final submittal date that is at least 30 days prior to the graduation date
- How to store and collect student artifacts over time, so long as the requirement to store student portfolios and scoring documents for five years is met

### Local Review Teams

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Review team members shall independently grade the portfolio using the PED checklists and rubrics. The score given by each reviewer should be added to score summary and averaged to calculate the student's final score. **No partial points may be given.**

# Standards-Based Writing Portfolio

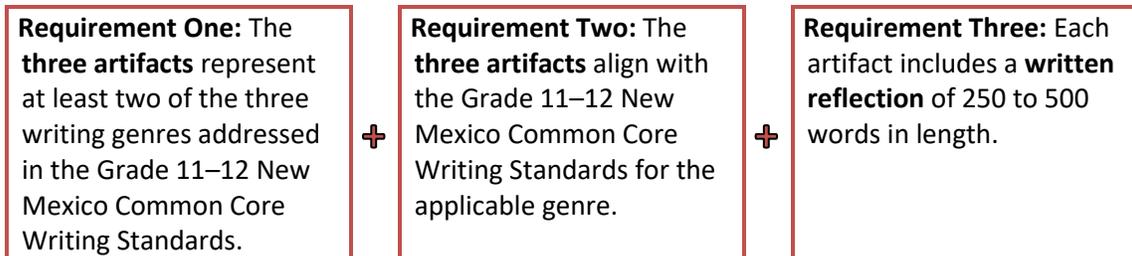
## Portfolio Requirements

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A portfolio in writing must include a minimum of **three** artifacts and a written reflection for each artifact. Any work completed in English language arts from grades 10–12 may be included in the portfolio.

Permitted Artifacts	
<ul style="list-style-type: none"> <li>• Argumentative essay</li> <li>• Blogs or Wiki page</li> <li>• Cause/effect analysis</li> <li>• Compare/contrast analysis</li> <li>• Editorial</li> <li>• Fictional writing (including short stories, scripts, storyboards, novel excerpts, etc.)</li> <li>• Lab report</li> </ul>	<ul style="list-style-type: none"> <li>• Literary analysis essay</li> <li>• Memoir</li> <li>• News article</li> <li>• Position paper</li> <li>• Procedural writing</li> <li>• Pro-con analysis</li> <li>• Proposal</li> <li>• Research paper</li> </ul>

The portfolio must meet the following requirements:



Requirement One: The three artifacts represent at least two of the three writing genres addressed in the Grade 11–12 New Mexico Common Core Writing Standards.		
Artifact One	Artifact Two	Artifact Three
Independently completed sample of narrative writing	Independently completed sample of informational/ explanatory writing	Independently completed sample of argumentative writing

**Requirement Two:** The three artifacts align with the Grade 11–12 New Mexico Common Core Writing Standards for the applicable genre.

Genre	New Mexico Common Core Writing Standard
<b>All genres</b>	<ul style="list-style-type: none"> <li>• Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</li> <li>• Develop and strengthen writing—as needed—by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.</li> </ul>
<b>Narrative</b>	<ul style="list-style-type: none"> <li>• Write a narrative to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</li> </ul>
<b>Informational/ Explanatory</b>	<ul style="list-style-type: none"> <li>• Write an informative/explanatory text, including the narration of historical events, scientific procedures/experiments, or technical processes.</li> <li>• Conduct a research project to answer a question (including a self-generated question) or solve a problem, narrow or broaden the inquiry when appropriate, and synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.</li> <li>• Gather relevant information from multiple, authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas; avoid plagiarism and overreliance on any one source; and follow a standard format for citation.</li> </ul>
<b>Argumentative</b>	<ul style="list-style-type: none"> <li>• Write an argument to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.</li> <li>• Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source; and follow a standard format for citation.</li> </ul>

**Requirement Three:** Each artifact includes a written reflection of 250 to 500 words in length. Students must consider the following questions.

### Reflection Questions

**Part One:** All three reflections must answer questions 1–4.

1. What is the artifact?
2. What was the assignment?
3. How does the artifact align to the writing standard(s)? When possible, annotate the artifact.
4. What changes in your thought process occurred as a result of working on this artifact? (i.e., Did your opinion or perspectives change?)

**Part Two:** Each reflection must also address at least **two** of the following questions.

- What academic strengths does the artifact highlight?
- What areas for improvement does the artifact highlight?
- How does the artifact demonstrate your ability to think critically?
- How could your work on the artifact be applied to the real world? / What makes the artifact relevant to the real world?

## Sample Portfolios

---

The sample artifacts below are intended to guide students, teachers, and counselors when brainstorming the types of work students might choose to submit as artifacts. The list of sample artifacts below is not exclusive, nor is it nearly extensive enough to represent all possibilities.

### Portfolio Sample: Two Writing Genres

- **Argumentative Writing:** Editorial arguing for the replacement of fossil fuels with solar and wind power as energy sources
- **Informational/Explanatory Writing:** Compare/contrast essay detailing and explaining the differences between North and South Korea
- **Informational/Explanatory Writing:** Blog post describing how to set up your own blog, including detailed descriptions of copyright considerations, coding, marketing, and available interfaces

### Portfolio Sample: Three Writing Genres

- **Argumentative Writing:** Literary analysis essay on the poem, "Out, Out—" by Robert Frost
- **Informational/Explanatory Writing:** Research paper (with citations) on a topic of student interest
- **Narrative Writing:** Fictional short story

## Combination Portfolios

---

Writing artifacts may simultaneously be used as an artifact in a social studies or science portfolio, so long as two separate reflections are completed. Below are samples of combination portfolios.

### Portfolio Sample: Writing + Science

- **Informational/Explanatory Writing:** Research paper (with citations) analyzing three different species, explaining their evolutionary progress, and detailing potential threats to their continued survival.
- **Argumentative Writing:** Argumentative essay proposing a possible solution(s) to climate change, supported by scientific reasoning for the success of the proposal
- **Argumentative Writing:** Literary analysis essay on the poem, "Out, Out—" by Robert Frost

### Portfolio Sample: Writing + Social Studies

- **Argumentative Writing:** Argumentative essay utilizing research that supports/opposes the implementation of protectionist tariffs on the US economy
- **Informational/Explanatory Writing:** Compare/contrast essay on the effectiveness of checks and balances between local, state, tribal, and/or national governments, or between two administrations, Congress/legislatures, or courts
- **Argumentative Writing:** Literary analysis essay on the poem, "Out, Out—" by Robert Frost

# Writing Portfolio Checklist

---

**Student Name:** \_\_\_\_\_

## Cumulative Requirements

- Portfolio contains three independently created student artifacts
- Combined, the three artifacts represent at least **two** different writing genres
- Each artifact includes a written reflection of 250 to 500 words in length

## Artifact One

**Title:** \_\_\_\_\_

**Writing genre:**  Narrative  Informational/Explanatory  Argumentative

**Artifact type:**

- |                                                                                                                  |                                                  |
|------------------------------------------------------------------------------------------------------------------|--------------------------------------------------|
| <input type="checkbox"/> Argumentative essay                                                                     | <input type="checkbox"/> Literary analysis essay |
| <input type="checkbox"/> Blogs or Wiki page                                                                      | <input type="checkbox"/> Memoir                  |
| <input type="checkbox"/> Cause/effect analysis                                                                   | <input type="checkbox"/> News article            |
| <input type="checkbox"/> Compare/contrast analysis                                                               | <input type="checkbox"/> Position paper          |
| <input type="checkbox"/> Editorial                                                                               | <input type="checkbox"/> Procedural writing      |
| <input type="checkbox"/> Fictional writing (including short stories, scripts, storyboards, novel excerpts, etc.) | <input type="checkbox"/> Pro-con analysis        |
| <input type="checkbox"/> Lab report                                                                              | <input type="checkbox"/> Proposal                |
|                                                                                                                  | <input type="checkbox"/> Research paper          |

## Artifact Two

**Title:** \_\_\_\_\_

**Writing genre:**  Narrative  Informational/Explanatory  Argumentative

**Artifact type:**

- |                                                                                                                  |                                                  |
|------------------------------------------------------------------------------------------------------------------|--------------------------------------------------|
| <input type="checkbox"/> Argumentative essay                                                                     | <input type="checkbox"/> Literary analysis essay |
| <input type="checkbox"/> Blogs or Wiki page                                                                      | <input type="checkbox"/> Memoir                  |
| <input type="checkbox"/> Cause/effect analysis                                                                   | <input type="checkbox"/> News article            |
| <input type="checkbox"/> Compare/contrast analysis                                                               | <input type="checkbox"/> Position paper          |
| <input type="checkbox"/> Editorial                                                                               | <input type="checkbox"/> Procedural writing      |
| <input type="checkbox"/> Fictional writing (including short stories, scripts, storyboards, novel excerpts, etc.) | <input type="checkbox"/> Pro-con analysis        |
| <input type="checkbox"/> Lab report                                                                              | <input type="checkbox"/> Proposal                |
|                                                                                                                  | <input type="checkbox"/> Research paper          |

### Artifact Three

Title: \_\_\_\_\_

Writing genre:  Narrative  Informational/Explanatory  Argumentative

**Artifact type:**

- |                                                                                                                  |                                                  |
|------------------------------------------------------------------------------------------------------------------|--------------------------------------------------|
| <input type="checkbox"/> Argumentative essay                                                                     | <input type="checkbox"/> Literary analysis essay |
| <input type="checkbox"/> Blogs or Wiki page                                                                      | <input type="checkbox"/> Memoir                  |
| <input type="checkbox"/> Cause/effect analysis                                                                   | <input type="checkbox"/> News article            |
| <input type="checkbox"/> Compare/contrast analysis                                                               | <input type="checkbox"/> Position paper          |
| <input type="checkbox"/> Editorial                                                                               | <input type="checkbox"/> Procedural writing      |
| <input type="checkbox"/> Fictional writing (including short stories, scripts, storyboards, novel excerpts, etc.) | <input type="checkbox"/> Pro-con analysis        |
| <input type="checkbox"/> Lab report                                                                              | <input type="checkbox"/> Proposal                |
|                                                                                                                  | <input type="checkbox"/> Research paper          |

## Writing Portfolio Score Summary

---

**Student Name:** \_\_\_\_\_

The signatures below indicate that each reviewer has independently reviewed each artifact using the PED rubric and can verify that each artifact is authentic and independently-created by the student.

Score Summary		
Name of Reviewer _____	Title/Position _____	Score: ____/20
Signature _____		
Name of Reviewer _____	Title/Position _____	Score: ____/20
Signature _____		
Name of Reviewer _____	Title/Position _____	Score: ____/20
Signature _____		
Name of Reviewer _____	Title/Position _____	Score: ____/20
Signature _____		
Name of Reviewer _____	Title/Position _____	Score: ____/20
Signature _____		
<b>Student Average</b>		<b>____/20</b>
Passing Score: 15/20 (75%)		
<b>Competency Demonstrated?</b>		<input type="checkbox"/> yes <input type="checkbox"/> no

## Writing Portfolio Rubric

**Directions:** All rows of the rubric must be scored. No partial scores (e.g., 2.5 points, 3.75 points) may be given. Students must meet all of the criteria in each box in order to receive the correlating score.

Criterion	Below Expectations (1 point)	Approaching Expectations (2 points)	Meets Expectations (3 points)	Exceeds Expectations (4 points)	Score
<b>Development of Ideas</b>	Presents inappropriate, irrelevant, or undeveloped ideas or claims to task, purpose, and audience.	Presents inconsistent ideas or claims that are less appropriate or partially developed to the task, purpose, and audience.	Mostly presents consistent ideas or claims that are appropriate to the task, purpose, and audience.	Clearly and consistently presents meaningful and relevant ideas or claims in a logical way that is appropriate to the task, purpose, and audience.	<u>  </u> /4
<b>Organization</b>	Presents an undeveloped central idea or claim that is irrelevant or inappropriate to the audience, purpose, and task. Lacks introduction and/or conclusion. Unclear progression of ideas.	Partially establishes and inconsistently develops a central idea or claim that is loosely appropriate to the audience, purpose, and task, with an introduction and conclusion that minimally connects ideas for the reader with very few transitions.	Mostly establishes and consistently maintains a central idea or claim that is appropriate to the audience, purpose, and task, with an introduction and conclusion that leads the reader through a mostly clear progression of ideas with appropriate transitions.	Clearly establishes and consistently maintains a central idea or claim that is appropriate to the audience, purpose, and task, with a strong introduction and conclusion that leads the reader through a logical progression of ideas with varied and appropriate transitions.	<u>  </u> /4
<b>Tone and Style</b>	Tone or style is inappropriate, irrelevant, or undeveloped, with little to no sentence variety and word choice that is inappropriate to the audience, purpose, and task.	Partially establishes and inconsistently develops an appropriate tone, with limited word choice and minimal sentence variety that is appropriate to the audience, purpose, and task.	Mostly establishes and maintains a tone, with accurate word choice and a variety of sentences that are appropriate to the audience, purpose, and task.	Clearly establishes and consistently maintains a tone, with precise word choice and varied sentences that are appropriate to the audience and purpose and clearly convey the writer's meaning.	<u>  </u> /4
<b>Writing Conventions</b>	Lacks command of grammar, conventions, fluency, and spelling. Frequent errors interfere with understanding.	Demonstrates partial command of grammar, conventions, fluency, and spelling. Errors partially impede understanding.	Mostly demonstrates command of grammar, conventions, fluency, and spelling. Errors are limited and do not impede understanding.	Clearly and consistently demonstrates strong command of grammar, conventions, fluency, and spelling. Few to no errors are present and meaning is clear.	<u>  </u> /4
<b>Reflection</b>	Reflections do not relate to the artifact and include little to no supporting details. Student lacks annotations and/or does not connect the artifact to the appropriate grade-level standards.	Reflections attempt to relate to the artifact but include limited examples and supporting details. Student partially annotates and/or connects the artifact to the appropriate grade-level standards.	Reflections are related to the artifact and include some examples and supporting details. Student annotates and/or connects the artifact to the appropriate grade-level standards.	Reflections relate to the artifact, are thorough, and include examples and supporting details. Student clearly and consistently annotates and/or connects the artifact to the appropriate grade-level standards.	<u>  </u> /4
<b>TOTAL</b>					<b><u>  </u>/20</b>

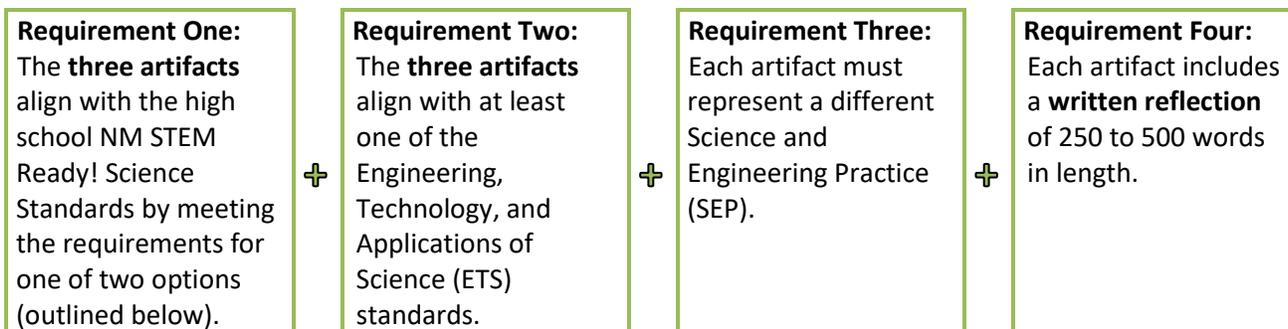
# Standards-Based Science Portfolio

## Portfolio Requirements

A portfolio in science must include a minimum of **three** artifacts and a written reflection for each artifact. Any work completed in science courses from grades 10–12 may be included in the portfolio.

Permitted Artifacts	
<ul style="list-style-type: none"> <li>• Data models, including graphs, charts, diagrams, computer graphics, etc.</li> <li>• Lab reports</li> </ul>	<ul style="list-style-type: none"> <li>• Research projects and/or presentations (including citations)</li> </ul>

The portfolio must meet the following requirements:



Requirement One: The <b>three artifacts</b> align with the high school NM STEM Ready! Science standards by representing student knowledge of the science domains and the topics falling under each domain.			
Domain	Earth and Space Science	Life Science	Physical Science
<b>Topics</b>	<ul style="list-style-type: none"> <li>• Space Systems</li> <li>• History of Earth</li> <li>• Earth’s Systems</li> <li>• Weather and Climate</li> <li>• Human Sustainability</li> </ul>	<ul style="list-style-type: none"> <li>• Structure and Function</li> <li>• Matter and Energy in Organisms and Ecosystems</li> <li>• Interdependent Relationships in Ecosystems</li> <li>• Inheritance and Variation of Traits</li> <li>• Natural Selection and Evolution</li> </ul>	<ul style="list-style-type: none"> <li>• Structure and Properties of Matter</li> <li>• Chemical Reactions</li> <li>• Forces and Interactions</li> <li>• Energy</li> <li>• Waves and Electromagnetic Radiation</li> </ul>

**Requirement One**, continued:

**Option 1**            One domain

Students may choose to focus on **one domain**, but the portfolio must include artifacts that represent at least **three different topics**.

**OR**

**Option 2**            Different domains

Students may choose to focus on **different domains** (either two or three). Each artifact should represent a **different topic**.

**Requirement Two:** The three artifacts align with at least one of the Engineering, Technology, and Applications of Science (ETS) standards seen below. It is equally as acceptable for a student to submit only one artifact in alignment with an ETS standard as it is for a student to submit two or three artifacts that align with an ETS standard.

**ETS Standards**

1. **HS-ETS1-1:** Analyze a major global challenge to specify qualitative and quantitative criteria and constraints for solutions that account for societal needs and wants.
2. **HS-ETS1-2:** Design a solution to a complex, real-world problem by breaking it down into smaller, more manageable problems that can be solved through engineering.
3. **HS-ETS1-3:** Evaluate a solution to a complex, real-world problem based on prioritized criteria and tradeoffs that account for a range of constraints, including cost, safety, reliability, and aesthetics, as well as possible social, cultural, and environmental impacts.
4. **HS-ETS1-4:** Use a computer simulation to model the impact of proposed solutions to a complex, real-world problem with numerous criteria and constraints on interactions within and between systems relevant to the problem.

**Requirement Three:** Each artifact must represent a different Science and Engineering Practice (SEP). Artifacts may reflect more than one SEP.

**Science and Engineering Practices**

- Asking questions and defining problems
- Developing and using models
- Planning and carrying out investigations
- Analyzing and interpreting data
- Using mathematics and computational thinking
- Constructing explanations and designing solutions
- Engaging in argument from evidence
- Obtaining, evaluating, and communicating information

**Requirement Four:** Each artifact includes a written reflection of 250 to 500 words in length. Students must consider the following questions.

### Reflection Questions

**Part One:** All three reflections must answer questions 1–4.

1. What is the artifact?
2. What was the assignment?
3. How does the artifact align to the standard(s) in science? When possible, annotate the artifact.
4. What changes in your thought process occurred as a result of working on this artifact? (i.e., Did your opinion or perspectives change?)

**Part Two:** Each reflection must also address at least **two** of the following questions.

- What academic strengths does the artifact highlight?
- What areas for improvement does the artifact highlight?
- How does the artifact demonstrate your ability to think critically?
- How could your work on the artifact be applied to the real world? / What makes the artifact relevant to the real world?

## Sample Portfolios

The sample portfolios below are intended to guide students, teachers, and counselors when brainstorming the types of work students *might* choose to submit as artifacts and how the artifacts *might* be combined to meet the science portfolio requirements. The list of artifacts in the sample portfolios below is not exclusive, nor is it nearly extensive enough to represent all possibilities.

### Option 1 One domain

	Topic	Artifact	SEP	ETS Standard
<b>Sample:</b> Earth & Space Science	<b>Artifact One:</b> History of Earth	Gather evidence and support the claim that life on Earth co-evolved with Earth's systems. <b>(HS-ESS2-7)</b>	Obtaining, evaluating, and communicating information	Analyze a major global challenge to specify qualitative and quantitative criteria and constraints for solutions that account for societal needs and wants
	<b>Artifact Two:</b> Weather and Climate	Compile real-time and historical data to predict future weather patterns citing evidence. <b>(HS-ESS3-5)</b>	Analyzing and interpreting data	
	<b>Artifact Three:</b> Human Sustainability	Research why a global phenomenon impacting the Earth's systems has occurred and propose possible correctives in a research paper or presentation. <b>(HS-ESS3-4)</b>	Engaging in argument from evidence	

	Topic	Artifact	SEP	ETS Standard
<b>Sample:</b> Life Science	<b>Artifact One:</b> Structure and Function	Use data to create visual representations to support findings that plants have feedback mechanisms to maintain homeostasis related to the amount of water in their cells. <b>(HS-LS1-3)</b>	Using mathematics and computational thinking	Evaluate a solution to a complex real-world problem based on prioritized criteria and tradeoffs that account for a range of constraints—including cost, safety, reliability, and aesthetics, as well as possible social, cultural, and environmental impacts
	<b>Artifact Two:</b> Interdependent Relationships in Ecosystems	Design two interacting ecosystems, each with their own limiting factors, and determine the implications of each on the other. <b>(HS-LS2-6)</b>	Developing and using models	
	<b>Artifact Three:</b> Natural Selection and Evolution	Research how three different species have evolved and develop an argument for why one will either evolve or go extinct and the reasons why. <b>(HS-LS4-5)</b>	Constructing explanations and designing solutions	

	Topic	Artifact	SEP	ETS Standard
<b>Sample:</b> Physical Science	<b>Artifact One:</b> Structure and Properties of Matter	Use molecular models and the periodic table to develop models of the atoms involved in the energy production at a coal-fired power plant and nuclear plant. Analyze the differences in the type and amount of energy released. <b>(HS-PS1-1)</b>	Asking questions and defining problems	Design a solution to a complex, real-world problem by breaking it down into smaller, more manageable problems that can be solved through engineering
	<b>Artifact Two:</b> Forces and Interactions	Design a device to land cargo on a planetary surface. Include design modifications needed, charts, and graphs. <b>(HS-PS2-3)</b>	Constructing explanations and designing solutions	
	<b>Artifact Three:</b> Energy	Research and predict which of the various energy production methods conserves the most energy when considering the entire energy production cycle. <b>(HS-PS3-3)</b>	Obtaining, evaluating, and communicating information	

## Option 2 Different domains

	Topic	Artifact	SEP	ETS Standard
<b>Combo</b>	<b>Physical Science Artifact:</b> Structure and Properties of Matter	Use molecular models and the periodic table to develop models of the atoms involved in the energy production at a coal-fired power plant and nuclear plant. Analyze the differences in the type and amount of energy released. <b>(HS-PS1-1)</b>	Asking questions and defining problems	Design a solution to a complex real-world problem by breaking it down into smaller, more manageable problems that can be solved through engineering
	<b>Life Science Artifact:</b> Interdependent Relationships in Ecosystems	Design two interacting ecosystems, each with their own limiting factors, and determine the implications of each on the other. <b>(HS-LS2-6)</b>	Developing and using models	
	<b>Earth Science Artifact:</b> Weather and Climate	Compile real-time and historical data to predict future weather patterns citing evidence. <b>(HS-ESS3-5)</b>	Analyzing and interpreting data	

# Science Portfolio Checklist

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Student Name: \_\_\_\_\_

## Cumulative Requirements

- Portfolio contains three independently created student artifacts
  - Each artifact aligns with the NM STEM Ready! Science Standards and represents a different science topic
  - At least one of the artifacts represents a high school ETS standard
    1. Analyze a major global challenge
    2. Design a solution to a complex, real-world problem
    3. Evaluate a solution to a complex, real-world problem
    4. Use a computer simulation to model the impact of proposed solutions to a complex, real-world problem
- Standard # \_\_\_\_\_ represented by:  Artifact One    Artifact Two    Artifact Three
- Each artifact represents a different SEP
  - Each artifact includes a written reflection of 250 to 500 words in length

## Artifact One

Title: \_\_\_\_\_

- |                |                                                  |                                                                        |                                                        |
|----------------|--------------------------------------------------|------------------------------------------------------------------------|--------------------------------------------------------|
| <b>Domain:</b> | <input type="checkbox"/> Earth and Space Science | <input type="checkbox"/> Life Science                                  | <input type="checkbox"/> Physical Science              |
| <b>Topic:</b>  | <input type="checkbox"/> Space Systems           | <input type="checkbox"/> Structure and Function                        | <input type="checkbox"/> Structure and Prop. of Matter |
|                | <input type="checkbox"/> History of Earth        | <input type="checkbox"/> Matter and Energy in Organisms and Ecosystems | <input type="checkbox"/> Chemical Reactions            |
|                | <input type="checkbox"/> Earth's Systems         | <input type="checkbox"/> Inter. Relat. in Ecosystems                   | <input type="checkbox"/> Forces and Interactions       |
|                | <input type="checkbox"/> Weather and Climate     | <input type="checkbox"/> Inher. and Variation of Traits                | <input type="checkbox"/> Energy                        |
|                | <input type="checkbox"/> Human Sustainability    | <input type="checkbox"/> Nat. Selection and Evolution                  | <input type="checkbox"/> Waves and Elec. Radiation     |

### Science and Engineering Practice (at least one must be represented):

- |                                                                       |                                                                               |
|-----------------------------------------------------------------------|-------------------------------------------------------------------------------|
| <input type="checkbox"/> Asking questions and defining problems       | <input type="checkbox"/> Constructing explanations and designing solutions    |
| <input type="checkbox"/> Developing and using models                  | <input type="checkbox"/> Engaging in argument from evidence                   |
| <input type="checkbox"/> Planning and carrying out investigations     | <input type="checkbox"/> Obtaining, evaluating, and communicating information |
| <input type="checkbox"/> Analyzing and interpreting data              |                                                                               |
| <input type="checkbox"/> Using mathematics and computational thinking |                                                                               |

Artifact type:    Lab report    Data modeling    Research project

## Artifact Two

Title: \_\_\_\_\_

**Domain:**    Earth and Space Science       Life Science       Physical Science

**Topic:**

<input type="checkbox"/> Space Systems	<input type="checkbox"/> Structure and Function	<input type="checkbox"/> Structure and Prop. of Matter
<input type="checkbox"/> History of Earth	<input type="checkbox"/> Matter and Energy in Organisms and Ecosystems	<input type="checkbox"/> Chemical Reactions
<input type="checkbox"/> Earth's Systems	<input type="checkbox"/> Inter. Relat. in Ecosystems	<input type="checkbox"/> Forces and Interactions
<input type="checkbox"/> Weather and Climate	<input type="checkbox"/> Inher. and Variation of Traits	<input type="checkbox"/> Energy
<input type="checkbox"/> Human Sustainability	<input type="checkbox"/> Nat. Selection and Evolution	<input type="checkbox"/> Waves and Elec. Radiation

**Science and Engineering Practice (at least one must be represented):**

- |                                                                       |                                                                               |
|-----------------------------------------------------------------------|-------------------------------------------------------------------------------|
| <input type="checkbox"/> Asking questions and defining problems       | <input type="checkbox"/> Constructing explanations and designing solutions    |
| <input type="checkbox"/> Developing and using models                  | <input type="checkbox"/> Engaging in argument from evidence                   |
| <input type="checkbox"/> Planning and carrying out investigations     | <input type="checkbox"/> Obtaining, evaluating, and communicating information |
| <input type="checkbox"/> Analyzing and interpreting data              |                                                                               |
| <input type="checkbox"/> Using mathematics and computational thinking |                                                                               |

**Artifact type:**    Lab report     Data modeling     Research project

## Artifact Three

Title: \_\_\_\_\_

**Domain:**    Earth and Space Science       Life Science       Physical Science

**Topic:**

<input type="checkbox"/> Space Systems	<input type="checkbox"/> Structure and Function	<input type="checkbox"/> Structure and Prop. of Matter
<input type="checkbox"/> History of Earth	<input type="checkbox"/> Matter and Energy in Organisms and Ecosystems	<input type="checkbox"/> Chemical Reactions
<input type="checkbox"/> Earth's Systems	<input type="checkbox"/> Inter. Relat. in Ecosystems	<input type="checkbox"/> Forces and Interactions
<input type="checkbox"/> Weather and Climate	<input type="checkbox"/> Inher. and Variation of Traits	<input type="checkbox"/> Energy
<input type="checkbox"/> Human Sustainability	<input type="checkbox"/> Nat. Selection and Evolution	<input type="checkbox"/> Waves and Elec. Radiation

**Science and Engineering Practice (at least one must be represented):**

- |                                                                       |                                                                               |
|-----------------------------------------------------------------------|-------------------------------------------------------------------------------|
| <input type="checkbox"/> Asking questions and defining problems       | <input type="checkbox"/> Constructing explanations and designing solutions    |
| <input type="checkbox"/> Developing and using models                  | <input type="checkbox"/> Engaging in argument from evidence                   |
| <input type="checkbox"/> Planning and carrying out investigations     | <input type="checkbox"/> Obtaining, evaluating, and communicating information |
| <input type="checkbox"/> Analyzing and interpreting data              |                                                                               |
| <input type="checkbox"/> Using mathematics and computational thinking |                                                                               |

**Artifact type:**    Lab report     Data modeling     Research project

## Science Portfolio Score Summary

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**Student Name:** \_\_\_\_\_

The signatures below indicate that each reviewer has independently reviewed each artifact using the PED rubric and can verify that each artifact is authentic and independently-created by the student.

Score Summary		
Name of Reviewer _____	Title/Position _____	Score: ____/20
Signature _____		
Name of Reviewer _____	Title/Position _____	Score: ____/20
Signature _____		
Name of Reviewer _____	Title/Position _____	Score: ____/20
Signature _____		
Name of Reviewer _____	Title/Position _____	Score: ____/20
Signature _____		
Name of Reviewer _____	Title/Position _____	Score: ____/20
Signature _____		
<b>Student Average</b>		<b>____/20</b>
Passing Score: 15/20 (75%)		
<b>Competency Demonstrated?</b>		<input type="checkbox"/> yes <input type="checkbox"/> no

## Science Portfolio Rubric

**Directions:** Not all rows of the rubric will be utilized. Please indicate the three Science and Engineering Practices you are evaluating (one per artifact) by selecting the boxes below. Four boxes should remain unselected and not factor into the student's score. No partial scores (i.e. 2.5 points, 3.75 points, etc.) may be given. Students must meet all of the criterion in each box in order to receive the correlating score.

Criterion	Below Expectations (1 point)	Approaching Expectations (2 points)	Meets Expectations (3 points)	Exceeds Expectations (4 points)	Score
<input type="checkbox"/> Asking Questions and Defining Problems	<ul style="list-style-type: none"> <li>●Asks general, imprecise questions that require greater specificity to be testable.</li> <li>●Identifies variables with unclear predicted relationships.</li> <li>●Identifies inappropriate control(s) (if applicable) and/or inappropriate model(s).</li> <li>●Defines a problem or design statement that partially matches the intent of the problem or the constraints.</li> </ul>	<ul style="list-style-type: none"> <li>●Asks testable questions that require sufficient and relevant evidence to answer.</li> <li>●Identifies predicted relationships between variables with minor errors.</li> <li>●Identifies control(s) (if applicable) OR relationships in the relevant model(s) with minor errors or omissions.</li> <li>●Defines a problem or design statement that matches the intent of the problem and identifies the constraints.</li> </ul>	<ul style="list-style-type: none"> <li>●Asks precise, testable questions that require sufficient and relevant evidence to answer.</li> <li>●Discusses predicted relationships between variables.</li> <li>●Identifies appropriate control(s) (if applicable) OR relationships in the relevant model(s).</li> <li>●Defines a problem and explains specific design elements necessary for a suitable design (e.g., fit to the problem, addresses the constraints).</li> </ul>	<ul style="list-style-type: none"> <li>●Asks precise, testable questions that require sufficient and relevant evidence to answer and evaluates the ability to test the questions.</li> <li>●Discusses predicted relationships, including quantitative relationships, between variables and appropriate controls (if applicable).</li> <li>●Thoroughly explains the predicted relationships in the relevant model(s).</li> <li>●Defines a problem precisely and thoroughly explains why specific design elements are necessary for a suitable design (e.g., fit to the problem, addresses the constraints).</li> </ul>	<u>    </u> /4
<input type="checkbox"/> Developing and Using Models	<ul style="list-style-type: none"> <li>●Designs and explains a model that generates data to support explanations, predict phenomena, analyze systems, and/or solve problems. Design or explanation of the model includes major errors or omissions.</li> <li>●Uses or tests the model and identifies the limitations OR accuracy of the model (with minor errors or omissions) to support explanations, predict phenomena, analyze systems, or solve problems.</li> <li>●Explanation or evaluation of the model includes major errors or omissions.</li> </ul>	<ul style="list-style-type: none"> <li>●Designs and explains a model that generates data to support explanations, predict phenomena, analyze systems, and/or solve problems. Design or explanation of the model includes minor errors or omissions.</li> <li>●Uses or tests the model and evaluates the accuracy and limitations of the model to support explanations, predict phenomena, analyze systems, or solve problems.</li> <li>●Explanation or evaluation of model includes minor errors or omissions.</li> </ul>	<ul style="list-style-type: none"> <li>●Designs and explains a model that generates data to support explanations, predict phenomena, analyze systems, and/or solve problems.</li> <li>●Uses or tests the model and evaluates the accuracy and limitations of the model to support explanations, predict phenomena, analyze systems, or solve problems.</li> <li>●Makes recommendations to revise the model.</li> </ul>	<ul style="list-style-type: none"> <li>●Designs, explains, and evaluates a model to generate data to support explanations, predict phenomena, analyze systems, and/or solve problems.</li> <li>●Uses or tests two different models of the same proposed tool, process, mechanism, or system.</li> <li>●Evaluates the accuracy and limitations of the two different models in order to select a model that best fits the evidence or design criteria.</li> </ul>	<u>    </u> /4

## Science Portfolio Rubric

<p>□ Planning and Carrying out Investigations</p>	<ul style="list-style-type: none"> <li>● Designs an investigation that will produce relevant data.</li> <li>● Includes incomplete description of data collection procedures that impede replication.</li> <li>● Describes general evidence to be used to answer the question(s) with minimal detail.</li> <li>● Uses appropriate methods and collects multiple trials (if appropriate) of relevant data, but the data is not consistent within a reasonable range.</li> </ul>	<ul style="list-style-type: none"> <li>● Designs an investigation that will produce relevant data, but with minimal detail of the variables.</li> <li>● Includes data collection procedures that are mostly replicable.</li> <li>● Identifies tools/instruments and type of measurements that will produce relevant data and/or evidence to answer the question(s).</li> <li>● Uses appropriate methods and collects multiple trials (if appropriate) of relevant data consistent within a reasonable range.</li> </ul>	<ul style="list-style-type: none"> <li>● Designs an investigation identifying and explaining the variables, including which variables are controlled.</li> <li>● Includes sufficiently detailed description of replicable data collection procedures.</li> <li>● Describes tools/instrument and type of measurements that will produce relevant data and/or evidence to answer the question(s).</li> <li>● Uses appropriate methods and systematically collects multiple trials (if appropriate) of relevant data consistent within a reasonable range.</li> <li>● Evaluates the consistency (precision) of the data.</li> </ul>	<ul style="list-style-type: none"> <li>● Designs and evaluates an investigation identifying and explaining the data that will be collected as evidence. Identifies possible confounding variables.</li> <li>● Includes, thorough description of replicable data, collection procedures.</li> <li>● Justifies the selection of the tools/instruments and type of measurements that will produce relevant data and/or evidence to answer the question(s).</li> <li>● Uses appropriate methods and systematically collects multiple trials (if appropriate) of relevant data consistent within a narrow range.</li> <li>● Evaluates the consistency (precision) of the data as well as the appropriateness of the data collection procedures.</li> </ul>	<p>___/4</p>
<p>□ Analyzing and Interpreting Data</p>	<ul style="list-style-type: none"> <li>● Attempts to analyze data using tools, technologies, and/or models (e.g., computational, mathematical) in order to identify patterns, to make scientific claims, or to determine an optimal design solution. Analysis or explanation includes major errors or omissions.</li> <li>● Identifies the limitations of the data analysis (e.g., measurement error, sample selection) with incomplete or inaccurate elements.</li> </ul>	<ul style="list-style-type: none"> <li>● Analyzes and explains data using tools, technologies, and/or models (e.g., computational, mathematical) in order to identify patterns, to make reasonable scientific claims, or to determine an optimal design solution. Analysis or explanation includes minor errors or omissions.</li> <li>● Identifies the limitations of the data analysis (e.g., measurement error, sample selection).</li> </ul>	<ul style="list-style-type: none"> <li>● Analyzes and explains data using tools, technologies, and/or models (e.g., computational, mathematical) in order to identify patterns, to make reasonable and supported scientific claims, or to determine an optimal design solution.</li> <li>● Evaluates the limitations of the data analysis (e.g., measurement error, sample selection) and identifies some implications for the findings.</li> </ul>	<ul style="list-style-type: none"> <li>● Analyzes and evaluates data using tools, technologies, and/or models (e.g., computational, mathematical) in order to identify patterns, to make reasonable and well-supported scientific claims, or to determine an optimal design solution.</li> <li>● Distinguishes between correlation and causation.</li> <li>● Thoroughly evaluates the limitations of data analysis (e.g., measurement error, sample selection) and provides a detailed explanation of the implications for the findings.</li> </ul>	<p>___/4</p>

## Science Portfolio Rubric

<input type="checkbox"/> Using Mathematics and Computational Thinking	<ul style="list-style-type: none"> <li>Identifies mathematical concepts or methods (e.g., ratio, rate, percent, basic operations, algebra, functions) relevant to scientific questions or engineering problems but applies them with major errors or omissions.</li> </ul>	<ul style="list-style-type: none"> <li>Applies appropriate mathematical concepts or methods (e.g. ratio, rate, percent, basic operations, algebra, functions) relevant to scientific questions or engineering problems but applies them with minor errors or omissions.</li> </ul>	<ul style="list-style-type: none"> <li>Accurately applies appropriate mathematical concepts and methods (e.g., ratio, rate, percent, basic operations, algebra, functions) to answer scientific questions or engineering problems.</li> </ul>	<ul style="list-style-type: none"> <li>Accurately applies appropriate mathematical concepts and methods (e.g., ratio, rate, percent, basic operations, algebra, functions) to represent and solve scientific questions or engineering problems and explains whether the answer “makes sense”.</li> </ul>	<p style="text-align: right;">_/4</p>
<input type="checkbox"/> Constructing Explanations and Designing Solutions	<ul style="list-style-type: none"> <li>Proposes a design plan and description that misses one or more important aspects of the criteria, constraints, OR intent of the problem.</li> <li>Uses inaccurate or irrelevant evidence (data or scientific knowledge) to explain how the design addresses the problem/constraints OR identifies an impractical redesign without explanation or supporting evidence.</li> </ul>	<ul style="list-style-type: none"> <li>Proposes a design plan and provides a general description that addresses the criteria, constraints, or intent of the problem.</li> <li>Uses minimal relevant evidence (data or scientific knowledge) to explain how the design addresses the problem/constraints OR identifies a potential redesign with limited explanation and supporting evidence.</li> </ul>	<ul style="list-style-type: none"> <li>Proposes a design plan with detailed explanation that completely addresses the criteria and constraints.</li> <li>Uses relevant and adequate amounts of evidence (data or scientific knowledge) to explain how the design addresses the problem/constraints AND uses the evidence to explain an appropriate redesign of the original model or prototype.</li> </ul>	<ul style="list-style-type: none"> <li>Proposes a design plan and evaluates the suitability of the design to address the criteria, constraints, AND intent of the problem.</li> <li>Uses detailed and multiple sources of evidence (data or scientific knowledge) to evaluate how well the design addresses the problem as well as constraints AND provides a detailed rationale with supporting data for the appropriate redesign of the original model or prototype.</li> </ul>	<p style="text-align: right;">_/4</p>
<input type="checkbox"/> Engaging in Argument from Evidence	<ul style="list-style-type: none"> <li>The student is able to present arguments on disciplinary content that are unfocused or unsupported with evidence.</li> <li>The student is able to communicate some procedures but lacks details needed for others to replicate.</li> </ul>	<ul style="list-style-type: none"> <li>The student is able to present arguments on disciplinary content, which are logical and focused, but lack evidence that supports the argument.</li> <li>The student is able to provide step-by-step procedures that lack the detail needed for others to replicate.</li> </ul>	<ul style="list-style-type: none"> <li>When conducting independent research, selects multiple, relevant scientific sources and evaluates the evidence and credibility of each source.</li> <li>The student communicates in a way that is clear and coherent and in which the development, organization and style are appropriate to task, purpose, and audience.</li> </ul>	<ul style="list-style-type: none"> <li>When conducting independent research, selects multiple, relevant, high-quality, scientific sources representing a variety of viewpoints and thoroughly evaluates the evidence and credibility of each source.</li> <li>The student communicates in a way that is clear and coherent and in which the development, organization, and style are appropriate to the task, purpose, and audience.</li> </ul>	<p style="text-align: right;">_/4</p>

## Science Portfolio Rubric

<input type="checkbox"/> Obtaining, Evaluating, and Communicating Information	<p>research, relies on one or two relevant sources without evaluating their credibility.</p> <ul style="list-style-type: none"> <li>●The student is able to communicate with some clarity but concepts may be inaccurate or inappropriate as related to the task, purpose or audience.</li> </ul>	<p>research, selects a limited number of relevant scientific sources and evaluates their credibility minimally.</p> <ul style="list-style-type: none"> <li>●The student is able to communicate in a way that is clear and coherent, but the organization and style may not be appropriate to the task, purpose or audience</li> </ul>	<p>research, selects multiple relevant scientific sources, and evaluates the evidence and credibility of each source.</p> <ul style="list-style-type: none"> <li>●The student communicates in a way that is clear and coherent, and in which the development, organization and style are appropriate to task, purpose and audience.</li> </ul>	<p>research, selects multiple relevant, high-quality scientific sources representing a variety of viewpoints, and thoroughly evaluates the evidence and credibility of each source.</p> <ul style="list-style-type: none"> <li>●The student communicates in a way that is clear and coherent, and in which the development, organization and style are appropriate to the task, purpose and audience.</li> </ul>	
<input type="checkbox"/> Reflection	<ul style="list-style-type: none"> <li>●Reflections do not relate to the artifact and include little to no supporting details. Student lacks annotations and/or does not connect the artifact to the appropriate grade-level standards.</li> </ul>	<ul style="list-style-type: none"> <li>●Reflections attempt to relate to the artifacts but include limited examples and supporting details. Student partially annotates and/or connects the artifact to the appropriate grade-level standards.</li> </ul>	<ul style="list-style-type: none"> <li>●Reflections are related to the artifacts and include some examples and supporting details. Student annotates and/or connects the artifact to the appropriate grade-level standards.</li> </ul>	<ul style="list-style-type: none"> <li>●Reflections relate to the artifact, are thorough, and include examples and supporting details. Student clearly and consistently annotates and/or connects the artifact to the appropriate grade-level standards.</li> </ul>	<p>___/4</p>
<b>TOTAL</b> The total will be the sum of the three selected rows and the reflection score.					<p><b>/16</b></p>

Rubric content adapted from *Student Work Rubric Optional Dimensions for NGSS Science Integration – Grades 9-12* by the [Literacy Design Collaborative](https://ldc.org/sites/default/files/LDC-SCI-TTRubric-Dimensions-9-12-March2016.pdf). Original source material can be found at: <https://ldc.org/sites/default/files/LDC-SCI-TTRubric-Dimensions-9-12-March2016.pdf>.

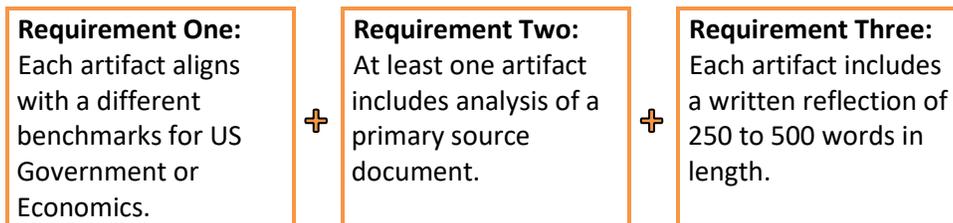
# Standards-Based Social Studies Portfolio

## Portfolio Requirements

A portfolio in social studies must include a minimum of **three** artifacts and a written reflection for each artifact. Any work completed in social studies courses from grades 10–12 may be included in the portfolio.

Permitted Artifacts	
<ul style="list-style-type: none"><li>• Analysis of an event, period, concept, ideology, or phenomenon</li><li>• Blog/wiki page</li><li>• Cause/effect analysis</li><li>• Compare/contrast analysis</li><li>• Document-based question (DBQ) essay</li></ul>	<ul style="list-style-type: none"><li>• Editorial</li><li>• Historical fiction writing</li><li>• Position paper</li><li>• Pro-con analysis</li><li>• Research paper or project</li><li>• Speech (written)</li></ul>

The portfolio must meet the following requirements:



<b>Requirement One:</b> Each artifact aligns with a different New Mexico Social Studies benchmark for US Government or Economics.		
New Mexico Social Studies Benchmarks		
US Government		
<b>Benchmark 3-A:</b> Demonstrates student ability to compare and analyze the structure, power, and purpose of government at the local, state, tribal, and national levels, as set forth in their respective constitutions or governance documents.	<b>Benchmark 3-C:</b> Demonstrates student ability to compare and contrast the philosophical foundations of the United States' political system in terms of the purpose of government, including its historical sources and ideals, with those of other governments in the world.	<b>Benchmark 3-D:</b> Demonstrates student ability to understand how to exercise rights and responsibilities as citizens by participating in civic life and using skills that include interacting, monitoring, and influencing.

## New Mexico Social Studies Benchmarks

### Economics

**Benchmark 4-A:** Demonstrates student ability to analyze the ways individuals, households, businesses, governments, and societies make decisions, are influenced by incentives (economic and intrinsic) and the availability and use of scarce resources, and that their choices involve costs and varying ways of allocating.

**Benchmark 4-B:** Demonstrates student ability to analyze and evaluate how economic systems impact the way individuals, households, businesses, governments, and societies make decisions about resources and the production and distribution of goods and services.

**Benchmark 4-C:** Demonstrates student ability to analyze and evaluate the patterns and results of trade, exchange, and interdependence between the United States and the world since 1900.

**Requirement Two:** At least one artifact includes analysis of a primary source document.

#### Permitted primary source documents include:

- Archives and manuscript material
- Autobiographies and memoirs
- Books, newspapers, and magazine clippings published at the time
- Government publications
- Journals, letters, and diaries
- Photographs, cartoons, posters
- Records of organizations
- Research data, such as public opinion polls and census statistics
- Speeches

**Requirement Three:** Each artifact includes a written reflection of 250 to 500 words in length. Students must consider the following questions.

#### Reflection Questions

**Part One:** All three reflections must answer questions 1–4 .

1. What is the artifact?
2. What was the assignment?
3. How does the artifact align to the benchmark in US Government or Economics? When possible, annotate the artifact.
4. What changes in your thought process occurred as a result of working on this artifact? (i.e., Did your opinion or perspectives change?)

**Part Two:** Each reflection must also address at least **two** of the following questions.

- What academic strengths does the artifact highlight?
- What areas for improvement does the artifact highlight?
- How does the artifact demonstrate your ability to think critically?
- How could your work on the artifact be applied to the real world? / What makes the artifact relevant to the real world?

## Sample Portfolios

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The sample portfolios below are intended to guide students, teachers, and counselors when brainstorming the types of work students *might* choose to submit as artifacts, and how the artifacts *might* be combined to meet the social studies portfolio requirements. The list of artifacts in the sample portfolios below is not exclusive, nor is it nearly extensive enough to represent all possibilities. Students may choose to create a portfolio in whatever way best represents their social studies knowledge, so long as three different benchmarks are represented.

### Portfolio Sample: US Government benchmarks only

- **Artifact One, Benchmark 3-A:** Editorial identifying a policy conflict between levels of government (e.g., state/federal) that analyzes which level of government has legal standing to deal with it and proposes a solution to the conflict. (e.g., gambling, marijuana, water/natural resources, education)
- **Artifact Two, Benchmark 3-C:** Presentation comparing the ideas in a given primary source selection (historical government documents, historical essays, etc.) with the way that the ideas have been implemented in contemporary US government.
- **Artifact Three, Benchmark 3-D:** Policy proposal (from the perspective of media, interest groups, pollsters, lobbyists, grassroots lobbyists, etc.) for an issue of local/state/tribal/national importance that includes development of a strategy to get the policy implemented.

### Portfolio Sample: Economics benchmarks only

- **Artifact One, Benchmark 4-A:** Hypothetical investment portfolio that tracks the performance of the portfolio, analyzes economic ramifications, articulates the strategy used, and evaluates its effectiveness.
- **Artifact Two, Benchmark 4-B:** Analysis of economic data (unemployment, inflation, economic growth, etc.) to inform and develop a business plan that can be presented to potential investors from the perspective of a business owner.
- **Artifact Three, Benchmark 4-C:** Newspaper article utilizing primary source documents to evaluate the causes of the Great Depression and the economic impacts of New Deal programs.

### Portfolio Sample: Combination of US Government and Economics benchmarks

- **Artifact One, Benchmark 3-C:** Speech taking the position of a federalist or anti-federalist arguing for or against a strong federal government system.
- **Artifact Two, Benchmark 4-A:** Editorial addressing the importance of programs that develop employability skills in the schools, such as school-to-work initiatives, service learning, CTE courses, mentorship, internships, as they relate to the needs of the state and local business community.
- **Artifact Three, Benchmark 3-A:** Compare/contrast essay on the effectiveness of checks and balances between local, state, tribal, and/or national governments or between two administrations, Congress/legislatures, or courts.

*The sample artifacts above could include, but not be exclusively limited to, student-created political cartoons, data collection/analysis (polls), maps, brochures/magazines, recorded participation in a discussion/debate, PowerPoint presentations, student-created websites, interactive games/projects, and infographics.*

## Social Studies Portfolio Checklist

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Student Name: \_\_\_\_\_

### Cumulative Requirements

- Portfolio contains three independently created student artifacts
- Each artifact represents a different US Government or Economics benchmark
- At least one artifact includes analysis of a primary source
- Each artifact includes a written reflection of 250 to 500 words in length

### Artifact One

Title: \_\_\_\_\_

**Benchmark:**  Government 3-A     Government 3-C     Government 3-D  
 Economics 4-A     Economics 4-B     Economics 4-C

**Artifact type:**

- |                                                                                         |                                                     |
|-----------------------------------------------------------------------------------------|-----------------------------------------------------|
| <input type="checkbox"/> Analysis of an event, period, concept, ideology, or phenomenon | <input type="checkbox"/> Editorial                  |
| <input type="checkbox"/> Blog/wiki page                                                 | <input type="checkbox"/> Historical fiction writing |
| <input type="checkbox"/> Cause/effect analysis                                          | <input type="checkbox"/> Position paper             |
| <input type="checkbox"/> Compare/contrast analysis                                      | <input type="checkbox"/> Pro-con analysis           |
| <input type="checkbox"/> Document-based question (DBQ) essay                            | <input type="checkbox"/> Research paper or project  |
|                                                                                         | <input type="checkbox"/> Speech (written)           |

**Primary Source analyzed:**  yes     no

If yes, name of primary source: \_\_\_\_\_

### Artifact Two

Title: \_\_\_\_\_

**Benchmark:**  Government 3-A     Government 3-C     Government 3-D  
 Economics 4-A     Economics 4-B     Economics 4-C

**Artifact type:**

- |                                                                                         |                                                     |
|-----------------------------------------------------------------------------------------|-----------------------------------------------------|
| <input type="checkbox"/> Analysis of an event, period, concept, ideology, or phenomenon | <input type="checkbox"/> Editorial                  |
| <input type="checkbox"/> Blog/wiki page                                                 | <input type="checkbox"/> Historical fiction writing |
| <input type="checkbox"/> Cause/effect analysis                                          | <input type="checkbox"/> Position paper             |
| <input type="checkbox"/> Compare/contrast analysis                                      | <input type="checkbox"/> Pro-con analysis           |
| <input type="checkbox"/> Document-based question (DBQ) essay                            | <input type="checkbox"/> Research paper or project  |
|                                                                                         | <input type="checkbox"/> Speech (written)           |

### Artifact Two (continued)

**Primary Source analyzed:**  yes  no

If yes, name of primary source: \_\_\_\_\_

### Artifact Three

**Title:** \_\_\_\_\_

**Benchmark:**  Government 3-A  Government 3-C  Government 3-D  
 Economics 4-A  Economics 4-B  Economics 4-C

**Artifact type:**

- |                                                                                         |                                                     |
|-----------------------------------------------------------------------------------------|-----------------------------------------------------|
| <input type="checkbox"/> Analysis of an event, period, concept, ideology, or phenomenon | <input type="checkbox"/> Editorial                  |
| <input type="checkbox"/> Blog/wiki page                                                 | <input type="checkbox"/> Historical fiction writing |
| <input type="checkbox"/> Cause/effect analysis                                          | <input type="checkbox"/> Position paper             |
| <input type="checkbox"/> Compare/contrast analysis                                      | <input type="checkbox"/> Pro-con analysis           |
| <input type="checkbox"/> Document-based question (DBQ) essay                            | <input type="checkbox"/> Research paper or project  |
|                                                                                         | <input type="checkbox"/> Speech (written)           |

**Primary Source analyzed:**  yes  no

If yes, name of primary source: \_\_\_\_\_

## Social Studies Portfolio Score Summary

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**Student Name:** \_\_\_\_\_

The signatures below indicate that each reviewer has independently reviewed each artifact using the PED rubric and can verify that each artifact is authentic and independently-created by the student.

Score Summary		
Name of Reviewer _____	Title/Position _____	Score: ____/20
Signature _____		
Name of Reviewer _____	Title/Position _____	Score: ____/20
Signature _____		
Name of Reviewer _____	Title/Position _____	Score: ____/20
Signature _____		
Name of Reviewer _____	Title/Position _____	Score: ____/20
Signature _____		
Name of Reviewer _____	Title/Position _____	Score: ____/20
Signature _____		
<b>Student Average</b>		
Passing Score: 15/20 (75%)		____/20
<b>Competency Demonstrated?</b>		
<input type="checkbox"/> yes <input type="checkbox"/> no		

## Social Studies Portfolio Rubric

**Directions:** All rows of the rubric must be scored. No partial scores (e.g., 2.5 points, 3.75 points) may be given. Students must meet all of the criteria in each box in order to receive the correlating score.

Criterion	Below Expectations (1 point)	Approaching Expectations (2 points)	Meets Expectations (3 points)	Exceeds Expectations (4 points)	Score
<b>Benchmark Alignment</b>	<ul style="list-style-type: none"> <li>●Artifacts do not align with the selected benchmarks.</li> <li>●Artifacts demonstrate little to no mastery of the relevant performance standards for each of the selected benchmarks.</li> </ul>	<ul style="list-style-type: none"> <li>●Artifacts attempt to, but do not sufficiently align to, the selected benchmarks.</li> <li>●Artifacts demonstrate developing mastery of the relevant performance standards for each of the selected benchmarks.</li> </ul>	<ul style="list-style-type: none"> <li>●Artifacts mostly align with the selected benchmarks.</li> <li>●Artifacts demonstrate mastery of the relevant performance standards for each of the selected benchmarks.</li> </ul>	<ul style="list-style-type: none"> <li>●Artifacts fully align with the selected benchmarks.</li> <li>●Artifacts demonstrate mastery of the relevant performance standards for each of the selected benchmarks and make purposeful connections to additional content standards.</li> </ul>	<p>—/4</p>
<b>Use of Evidence/ Citations</b>	<ul style="list-style-type: none"> <li>●Lacks evidence or includes evidence that does not contribute to the overall purpose and quality of the artifacts.</li> <li>●Contains gross factual inaccuracies that detract from the product's purpose and effectiveness.</li> <li>●Evidence is not cited or does not come from credible sources.</li> </ul>	<ul style="list-style-type: none"> <li>●Selects evidence that is weak, misinterpreted, or underdeveloped and minimally contributes to the overall purpose and quality of the artifacts.</li> <li>●Contains factual inaccuracies that slightly detract from the overall purpose and effectiveness of the product.</li> <li>●Evidence is referenced but attempts at citation are inaccurate or incomplete. Some evidence may come from questionable sources.</li> </ul>	<ul style="list-style-type: none"> <li>●Selects evidence that appropriately and adequately contributes to the overall purpose and quality of the artifacts.</li> <li>●Contains no factual inaccuracies.</li> <li>●Evidence is accurately cited and pulled from credible sources.</li> </ul>	<ul style="list-style-type: none"> <li>●Precisely selects evidence that appropriately and substantially contributes to the overall purpose and quality of the artifacts.</li> <li>●Contains no factual inaccuracies.</li> <li>●Evidence is accurately cited and pulled from a variety of credible sources.</li> </ul>	<p>—/4</p>

## Social Studies Portfolio Rubric

<p><b>Presentation &amp; Conventions</b></p>	<ul style="list-style-type: none"> <li>● Organization and presentation detracts from the quality of the artifacts.</li> <li>● Language is undeveloped or unclear.</li> </ul>	<ul style="list-style-type: none"> <li>● Organization and presentation somewhat detracts from the quality of the artifacts.</li> <li>● Language is understandable but lacks clarity, specificity, and academic vocabulary.</li> </ul>	<ul style="list-style-type: none"> <li>● Organization and presentation adequately supports the quality of the artifacts.</li> <li>● Language is mostly clear, specific, and utilizes academic vocabulary.</li> </ul>	<ul style="list-style-type: none"> <li>● Organization and presentation enhances the quality of the artifacts.</li> <li>● Language is consistently clear, specific, and utilizes academic vocabulary precisely and purposefully.</li> </ul>	<p>__/4</p>
<p><b>Reflection</b></p>	<ul style="list-style-type: none"> <li>● Reflections do not relate to the artifacts and include little to no supporting details.</li> <li>● Student lacks annotations and/or does not connect the artifact to the appropriate grade-level standards.</li> </ul>	<ul style="list-style-type: none"> <li>● Reflections attempt to relate to the artifacts but include limited examples and supporting details.</li> <li>● Student partially annotates and/or connects the artifact to the appropriate grade-level standards.</li> </ul>	<ul style="list-style-type: none"> <li>● Reflections are related to the artifacts and include some examples and supporting details.</li> <li>● Student annotates and/or connects the artifact to the appropriate grade-level standards.</li> </ul>	<ul style="list-style-type: none"> <li>● Reflections relate to the artifact, are thorough, and include examples and supporting details.</li> <li>● Student clearly and consistently annotates and/or connects the artifact to the appropriate grade-</li> </ul>	<p>__/4</p>
<p><b>TOTAL</b></p>					<p><b>/20</b></p>

## Glossary

Term	Definition
<b>Alternative Assessment</b>	PED approved college placement assessments, end-of-course exams, or diagnostic assessments used to demonstrate competency for high school graduation
<b>Apprenticeship Program</b>	Post-secondary, work-based “earn and learn” opportunities that allow students to learn the skills specific to a career pathway while working as a paid employee
<b>Approaching Expectations</b>	Earn a score defined or equivalent to “approaching expectations” or “nearing proficiency” on the primary assessment
<b>Career Cluster</b>	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
<b>Competency-Based Alternative</b>	PED 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
<b>Core Content Areas</b>	The subject areas of mathematics, reading, writing, science, and social studies
<b>Dual Credit Coursework</b>	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
<b>End-of-Course Exam (EOC)</b>	PED approved exams administered to assess student content knowledge upon completion of a course
<b>English Learner (EL)</b>	A student whose first or heritage language is not English and who is unable to read, write, speak, or understand English at a level comparable to grade-level English proficient peers and native English speakers

Term	Definition
<b>Individualized Education Program (IEP)</b>	The plan mandated by federal law for students qualifying for special education services that outlines goals and strategies for addressing those students' specific learning needs.
<b>Industry-Recognized Credentials and Certificates</b>	A non-degree award for demonstrating competency in specific technical skills that qualifies a student for a specific occupation
<b>Internship</b>	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
<b>New Mexico Alternate Performance Assessment (NMAPA)</b>	The assessment program for students with significant cognitive disabilities that is aligned to both the NM Common Core and New Mexico Expanded Grade Band Expectations (EGBEs)
<b>Partnership for the Assessment of Readiness for College and Careers (PARCC)</b>	Standardized assessments designed to measure student mastery of the Common Core State Standards in mathematics and English language arts
<b>Primary Demonstration of Competency (PDC)</b>	The assessments adopted by the PED to serve as the first and preferred indicator of student competency in each core content area
<b>Program of Study</b>	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 (students must complete <b>three courses in sequence with a GPA of at least 3.0</b> in order for a program of study to be used as a demonstration of competency)
<b>Scale score</b>	The score provided for student performance in each PARCC reporting category. Scale scores are calculated on a different scale than the overall score. For example, the PARCC English language arts test is broken down into a reading scale score and writing scale score. The range of possible scores for each vary: 10–90 for Reading and 10–60 for Writing.
<b>STARS</b>	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 the PED

## Appendices

### Appendix A: Alternative Assessments

The EOC scores listed in the table below reflect those set by the PED for exams administered up to spring of 2021. Passing scores for tests administered in 2022 will be updated in the spring of 2021. Students in the graduating class of 2022 may use a passing score from an eligible EOC. Passing scores for tests, not attempted in the spring of 2022, should follow the passing scores established by the PED for the school year in which the test was taken. Tests available in Spanish for eligible students are indicated with an asterisk (\*).

Key of Test Acronyms	
<b>ACT:</b> American College Testing	<b>AFQT:</b> Armed Forces Qualification Test
<b>AP:</b> Advanced Placement	<b>ASVAB:</b> Armed Services Vocational Aptitude Battery
<b>EOC:</b> End-of-Course exam	<b>IB:</b> International Baccalaureate
<b>PSAT:</b> Preliminary Scholastic Aptitude Test	<b>SAT:</b> Scholastic Aptitude Test

Content Area	Assessment	Title	Passing Score
<b>ALL</b>	<b>IB</b>	<b>IB Diploma</b>	<b>24</b>

Content Area	Assessment	Title	Passing Score
<b>Mathematics</b>	<b>EOC</b> (SY18-19)	Algebra II	<b>13</b>
		Integrated Math II	<b>13</b>
		Integrated Math III	<b>14</b>
		Geometry*	<b>15</b>
		Pre-Calculus	<b>15</b>
	<b>ACT</b>	Mathematics	<b>22</b>
	<b>ACT Aspire</b>	Mathematics	<b>432</b>
	<b>ACT WorkKeys</b>	Applied Mathematics	<b>5</b>
		Graphic Literacy	<b>5</b>
	<b>AP</b>	AP Calculus AB	<b>3</b>
		AP Calculus BC	<b>3</b>
		AP Statistics	<b>3</b>
	<b>ASVAB</b>	Armed Forces Qualification Test (AFQT)	<b>65</b>
	<b>IB</b>	IB Mathematics	<b>4</b>
	<b>Pre-ACT</b>	Mathematics	<b>19</b>
	<b>PSAT</b>	Mathematics	<b>510</b>
	<b>SAT</b>	Mathematics	<b>530</b>
<b>SAT Subject</b>	Mathematics Level 1	<b>587</b>	
	Mathematics Level 2	<b>647</b>	

Content Area	Assessment	Title	Passing Score
Reading	EOC (SY18-19)	ELA III: Reading	9
		ELA IV: Reading	9
		SLA III: Reading*	14
	ACT	Reading	22
	ACT Aspire	Reading	428
	ACT WorkKeys	Workplace Documents	5
	AP	English Language & Composition	3
		English Literature & Composition	3
	ASVAB	Armed Forces Qualification Test (AFQT)	65
	IB	Language and Literature*	4
		Literature*	4
	Pre-ACT	Reading	20
	PSAT	Evidence Based Reading & Writing	460
SAT	Evidence-Based Reading & Writing	480	
SAT Subject	Literature	574	

Content Area	Assessment	Title	Passing Score
Writing	EOC (SY18-19)	ELA III: Writing	17
		ELA IV: Writing	16
		SLA III: Writing*	17
	ACT	English	18
		Writing	8
	ACT Aspire	English	428
	ACT WorkKeys	Business Writing	3
		WritePlacer	6
	AP	English Language & Composition	3
		English Literature & Composition	3
	IB	Language and Literature*	4
		Literature*	4
	Pre-ACT	English	15
PSAT	Evidence Based Reading & Writing	460	
SAT	Evidence Based Reading & Writing	480	

Content Area	Assessment	Title	Passing Score
<b>Science</b>	<b>EOC</b> (SY18-19)	Anatomy & Physiology	<b>23</b>
		Biology	<b>24</b>
		Chemistry	<b>22</b>
		Environmental Science	<b>21</b>
		Physical Science	<b>26</b>
		Physics	<b>20</b>
	<b>ACT</b>	Science	<b>23</b>
	<b>ACT Aspire</b>	Science	<b>432</b>
	<b>ACT WorkKeys</b>	Applied Technology	<b>3</b>
	<b>AP</b>	Biology	<b>3</b>
		Chemistry	<b>3</b>
		Computer Science A	<b>3</b>
		Environmental Science	<b>3</b>
		Physics (any)	<b>3</b>
	<b>IB</b>	Experimental Sciences	<b>4</b>
	<b>Pre-ACT</b>	Science	<b>21</b>
	<b>SAT Subject</b>	Chemistry	<b>642</b>
Ecological Biology		<b>593</b>	
Molecular Biology		<b>624</b>	
Physics		<b>632</b>	

Content Area	Assessment	Title	Passing Score
<b>Social Studies</b>	<b>AP</b>	Art History	<b>3</b>
		European History	<b>3</b>
		Government and Politics (Comparative)	<b>3</b>
		Government and Politics (United States)	<b>3</b>
		Human Geography	<b>3</b>
		Macroeconomics	<b>3</b>
		Microeconomics	<b>3</b>
		Psychology	<b>3</b>
		United States History	<b>3</b>
		World History	<b>3</b>
	<b>IB</b>	Individuals and Society	<b>4</b>
	<b>SAT Subject</b>	US History	<b>610</b>
		World History	<b>589</b>

## Appendix B: 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 at least once. For students taking the primary assessment more than once, the highest score earned will be accepted.

Primary Demonstration of Competency	Approaching Expectations Score
PARCC Geometry, Algebra II, Integrated Math II or III	Performance Level 3 (Score of 725–749)
PARCC ELA Grade 11	Performance Level 3 (Score of 725–749) Reading scale score: 42
PARCC ELA Grade 11	Performance Level 3 (Score of 725–749) Writing scale score: 31
Grade 11 NM STEM Ready! 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. An FAQ detailing the transition to the new assessment can be accessed on the <a href="#">SBA School Information page</a> on the PED website.
Social Studies End-of-Course Exam	New Mexico History
	World History and Geography
	US History and Geography
	US Government
	Economics
	Scores defined as “approaching expectations” for the four social studies EOCs will be released in spring of 2021.

## Appendix C: Industry-Recognized Credentials and Certificates

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The options available to students in the world of Career and Technical Education are constantly evolving and growing. However, with the exception of additions to the list of credentials and certificates below, the list will not be subject to change for the class of 2022.

The PED will continue to review and explore new certificates and credentials and welcomes petitions for the inclusion of new credentials and certificates. Those seeking to make a petition should email the College and Career Readiness Bureau at [grad.questions@state.nm.us](mailto:grad.questions@state.nm.us). Petitions should be supported by a rationale (e.g., XYZ certification is a rigorous assessment that is aligned with industry standards, is valued in the field among hiring managers, and assesses high levels of math that correspond with common core algebra I and geometry standards.)

Decisions of whether to accept petitions for additional credentials and certificates will be made by the PED on a case-by-case basis.

Content Area	Industry-Recognized Credentials and Certificates
<b>Mathematics</b>	Auto CAD Automotive Service Technician (ASE) Certification: Autodesk Revit Architecture Certified User Heavy Line National Center for Construction Education & Research (NCCER) Carpentry NCCER Electrical NCCER HVAC NCCER Industrial Maintenance NCCER Masonry NCCER Plumbing NCCER Sheet Metal NCCER Welding
<b>Reading</b>	N/A
<b>Writing</b>	Marketing Management Entrepreneurship

Content Area	Industry-Recognized Credentials and Certificates
<b>Science</b>	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 Novell Administrator Certified Nurse Aide (CNA) Certified Web Designer Certified Web Technician Comp TIA Security+ Comp TIA Server+ Computer Maintenance Technician Dental Assistant Dental Radiography (RHA) Emergency Medical Technician (EMT) Flux Core Arc Welding D9.4 4 2F i-Net+ Certification jCert JAVA Programmer Certification Pharmacy Technician (CPhT) PhlebFlux Core Arc Welding D9.4 4 2F i-Net+ Certification jCert JAVA Programmer Certification Licensed Vocational Nurse (LVN) Macromedia Director Certification Microsoft Technology Associate: Windows Operating System Fundamentals National Health Care Foundation Skill Standards NCCER Welding Pharmacy Technician (CPhT) Phlebotomy Technician (CPT) Welding Technician Veterinary Technician Certification
<b>Social Studies</b>	A*S*K Assessment of Skills and Knowledge for Business Certificate Certificate in Film Production Child Development Associate Certification Educational Aide Certification II NM Early Care Education and Family Support Para Pro (Educational Aids) Police Explorer Certification

## Appendix D: Programs of Study (by content area)

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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 content areas should the student need to demonstrate competency in both. [Appendix E](#) outlines the course names, codes, and sequences for each program of study.

The links below offer additional information about organizations offering programming in alignment with the career clusters and programs of study.

[Cisco Networking Academy](#)

[NCCER](#) (National Center for Construction Education & Research)

[Oracle Academy](#)

[SREB](#) (Southern Region Education Board)

[GenYES](#)

[Project Lead the Way](#)

[ProStart](#)

Content Area	Program of Study
<b>Mathematics</b>	Accounting Cisco Networking Academy Clean Energy Computer Science and Cybersecurity General Management GenYES Program Management & Administration NCCER Core Curriculum Oracle Academy Database Design & Programming Science & Mathematics SREB Aeronautics
<b>Reading</b>	Animal Systems Environmental Service Systems Teaching/Training
<b>Writing</b>	Marketing Management
<b>Science</b>	Animal Systems Cisco Networking Academy Clean Energy Computer Science and Cybersecurity Environmental Service Systems Facility & Mobile Equipment GenYES Program Oracle Academy Database Design & Programming

Content Area	Program of Study
<b>Science</b>	Production Project Lead the Way Project Lead the Way Engineering Science & Mathematics SREB Advanced Careers (Health Informatics) SREB Advanced Careers (Engineering & Technology) SREB Aeronautics
<b>Social Studies</b>	Emergency & Fire Management Services Family & Community Services General Management Law Enforcement Services Production & Managerial Art ProStart Restaurants & Food/Beverage Services Teaching/Training

## Appendix E: Programs of Study Required Coursework

For each program of study below, students must complete **THREE courses in sequence with a GPA of at least 3.0** in order for a program of study to be used as a demonstration of competency. Courses are listed below in their appropriate sequence.

Content Area	Program of Study	Course Code	Course Name
Mathematics	Accounting	0207	Accounting
		0210	Advanced Accounting
		0212	Cost Accounting
		Dual Credit <b>or</b> 2060	Dual Credit in Accounting AP Statistics
Science	Animal Systems	0133	Intro to the Science of Ag
Reading		0161	Science of Large Ag Animals
		0162	Science of Small Animals
		0164	Veterinary Science
Mathematics	Cisco Networking Academy	0340	IT Essentials
Science		0323	Computer Science/Programming
		0341	CCNA Routing and Switching Part 1
		0342	CCNA Routing and Switching Part 2
Mathematics	Clean Energy	1678	Clean Energy Systems
Science		1679	Clean Energy Applications
		1680	Clean Energy Strategies
		1681	Clean Energy Innovations
Mathematics	Computer Science and Cybersecurity	0344	Computer Science Essentials
Science		0345 <b>or</b> 0336	Computer Science Principles
		0346 <b>or</b> 0327	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 <b>or</b> 1517	Dual Credit in EMT EMT Basic
Science	Environmental Service Systems	0133	Intro to the Science of Ag
Reading		0134	Intro to the Physical Science of Ag
		0136	Applied Science in Agriculture
		0181	Environmental Science/Natural Resources
Science	Facility & Mobile Equipment	0912	Auto Technologies
		0920	Auto Tech 2
		0921	Auto Tech 3
		Dual Credit	Dual Credit in Auto Tech

Content Area	Program of Study	Course Code	Course Name
Social Studies	Family & Community Services	0550	Child Development
		1501	Health Care Occupations Career Explorations
		2501	Exploration of Public Service Careers
		Dual Credit <b>or</b> 2773	Dual Credit in Social Services AP Psychology
Mathematics	General Management	0221	Introductory Business
Social Studies		0226	General Business
		0225	Financial Services
		Dual Credit <b>or</b> 2060	Dual Credit in Business Management AP Statistics
Mathematics	GenYES Program	0320	Computer Technology Assistant I
Science		0321	Computer Technology Assistant II
		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
Mathematics	Management & Administration	0221	Introductory Business
		0207	Accounting
		2029 <b>or</b> 2060	Probability & Statistics AP Statistics
		Dual Credit	Dual Credit in Business Management
Writing	Marketing Management	1802	Principles of Marketing
		1850	Business Communications
		1022	Technical Writing
		Dual Credit	Dual Credit in Marketing
Mathematics	NCCER Core Curriculum	0480	Introduction to Craft Skills
		0481	Carpentry Level 1
		0482	Carpentry Level 2
		0483	Carpentry Level 3
Mathematics	Oracle Academy Database Design & Programming	0314	Database Foundations
Science		0330	Database Design and Programming
		0331	Database Programming with SQL
		0394	Application Development Foundations

Content Area	Program of Study	Course Code	Course Name
Science	Production	2414	Welding 1
		2416	Welding 2
		2417	Welding 3
		Dual Credit	Dual Credit in Precision Metal Works
Social Studies	Production & Managerial Art	1189	Business of 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
		[0183, 1616, 1618, 1619, or 1621] or 1739	Project Lead the Way Course AP Physics 1
		1620 or 1740	Engineering Design and Development AP Physics 2
Science	Project Lead the Way	1660	Principles of Biomedical Sciences
		1661	Human Body Systems
		1662 or 1550	Medical Interventions Medical Anatomy & Physiology
		1664	BioMedical Innovations
Social Studies	ProStart	0504	Nutrition
		0532	ProStart I
		0533	ProStart II
		Dual Credit or 0539	Dual Credit in Culinary Arts ProStart Internship
Mathematics	Science & Mathematics	1626	Emergent Technologies
Science		1783	Scientific Technology
		1739	AP Physics 1
		2039	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

Content Area	Program of Study	Course Code	Course Name
<b>Mathematics</b>	SREB Aeronautics	1674	Fundamentals of Aerospace Technology
		1675	Advanced Aerospace Technology
<b>Science</b>		1676	Aeronautics Engineering Applications
		1677	Astronautics Engineering Applications
<b>Social Studies</b>	Teaching/Training	0550	Child Development
<b>Reading</b>		0562	Teacher Academy 1
		0563	Teacher Academy 2
		Dual Credit <b>or</b> 0597	Dual Credit: Introduction to Teaching & Practicum Teaching and Practicum

## Appendix F: New Mexico Statute (NMSA)

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

- A. 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.
- B. Students shall participate in the readiness assessment system at no cost to the student.
- C. 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.
- D. 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.
- E. 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.

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

- A. The department shall establish a statewide assessment and accountability system that is aligned with the state academic content and performance standards.
- B. 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.
- C. The department shall involve appropriate licensed school employees in the development of the standards-based assessments.
- D. 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.
- E. 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
- F. 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.
- G. 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.

- A. 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.
- B. 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.
- C. 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.
- D. 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.
- E. 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.
- F. 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.
- G. 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;
  - (7) one-half unit in New Mexico history for students entering the ninth grade beginning in the 2005-2006
  - (8) school year; and
  - (9) nine elective units and seven and one-half elective units for students entering the ninth grade in the 2005-2006 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.
- H. 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.
- I. 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.
- J. 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.

K. 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:
  - (a) 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
  - (b) to be eligible to offer instruction pursuant to this paragraph; and
  - (c) approval of training and instructional materials related to the training established pursuant to this paragraph in both English and Spanish.

L. Final examinations shall be administered to all students in all classes offered for credit.

M. 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.

N. 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 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.

O. 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:
  - (a) advanced placement or honors courses;
  - (b) dual-credit courses offered in cooperation with an institution of higher education;
  - (c) distance learning courses;
  - (d) career-technical courses; and
  - (e) pre-apprenticeship programs.

P. The secretary may establish a policy to provide for administrative interpretations to clarify curricular and testing provisions of the Public School Code.

## Appendix G: New Mexico Administrative Code

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**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, 7/24/2018]

**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, 7/24/2018]

**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, 7/24/2018]

**6.19.7.4            DURATION:** Permanent.  
[6.19.7.4 NMAC - Rp, 6.19.7.4 NMAC, 7/24/2018]

**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, 7/24/2018]

**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, 7/24/2018]

**6.19.7.7            DEFINITIONS:**

**A.            “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 and include only nationally and statewide-normed standardized assessments.

**B.            “Alternative demonstration of competency” or “ADC”** means a department-approved, alternative option used to demonstrate competency in mathematics, reading, writing, science, or social studies for high school graduation, specifically an end of course exam, alternative assessment, or competency-based alternative as defined in Subsections A, E, and H of 6.19.7.7 NMAC.

**C.            “Artifacts”** means independently-created student work that demonstrates competency in the core content areas. Artifacts may include work from as early as grade 10.

**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 exam administered to assess student content knowledge upon completion of a course.

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

**J.            “Primary demonstration of competency”** means the primary assessment 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 12 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 a student’s 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, 7/24/2018]

**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 be used as a demonstration of competency in writing, science, or social studies. Portfolio artifacts may include student work from as early as grade 10.

**(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;

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

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

**C.** LEAs shall offer the opportunity to make an additional attempt on the primary demonstration of competency to any student who does not demonstrate competency on their first attempt.

**D.** LEAs and school boards may offer all or some of the ADCs outlined in 6.19.7 NMAC with the exception of assessments required by the state. LEAs and school boards shall not provide options that are not outlined by the department.

**E.** 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.

**F.** Students with an IEP that provides for individualized graduation indicators shall adhere to the expectations for either the modified or ability option outlined in the graduation manual. Students shall attempt the assessments defined in their IEP as the primary demonstration of competency before leveraging an ADC. Individualized passing scores on primary and alternative assessments, as well as appropriate modifications to the competency-based alternatives, shall be determined by the IEP team. Individualized passing scores may be subject to department review. Students following the requirements for the modified or ability option who meet the competency requirements established in their IEP on the primary demonstration of competency, an alternative assessment, or a competency-based alternative shall earn a New Mexico diploma of excellence.

**G.** Schools shall ensure that all grade 11 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, 7/24/2018]

### **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 monitor the implementation of 6.19.7 NMAC. LEAs shall cooperate with department audits. Audits may include review and analysis of any of the following:

- (1) standards-based portfolios;
- (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, 7/24/2018]

### **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.

(1) If a student has made one attempt 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, pre-calculus, or integrated mathematics II or III; or
- (b) alternative assessments in mathematics as defined in the graduation manual.

(2) 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 after making at least one attempt on the primary demonstration of competency in mathematics 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 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;
- (b) meet the performance level of “approaches expectations” on the primary demonstration of competency for algebra II, geometry, integrated mathematics II or III;
- (c) enroll in and pass no fewer than four courses over the duration of grade 12, including a course in algebra II, geometry, or integrated mathematics II or III;
- (d) earn an offer letter from a branch of the United States military for full-time enlistment;

- (e) earn acceptance into an apprenticeship; or
- (f) 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, 7/24/2018]

### **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.

(1) If a student has made one attempt 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 11 or 12 reading; or

(b) alternative assessments in reading as defined in the graduation manual.

(2) 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 in reading after making at least one attempt on the primary demonstration of competency in reading 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 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;

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

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

(d) earn an offer letter from a branch of the United States military for full-time enlistment;

(e) earn acceptance into an apprenticeship; or

(f) 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 11 or 12 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, 7/24/2018]

#### **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 11 English language arts.

**B. Alternative assessments in writing.** A student who does not demonstrate competency in writing on the primary demonstration of competency may leverage an alternative assessment.

(1) If a student has made one attempt 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 11 or 12 writing; or

(b) alternative assessments in writing as defined in the graduation manual.

(2) 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 in writing after making at least one attempt on the primary demonstration of competency in writing 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 a grade point average of at least 3.0 on a 4.0 scale in the coursework required for graduation in grade 11 or 12 English language arts;

(b) meet the performance level of “approaches expectations” on the primary demonstration of competency for grade 11 English language arts;

(c) enroll in and pass no fewer than four courses over the duration of grade 12 including a course in grade 12 English language arts;

(d) earn an offer letter from a branch of the United States military for full-time enlistment;

(e) earn acceptance into an apprenticeship; or

- (f) 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 11 or 12 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 11 or 12 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 - N, 7/24/2018]

**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 11 science.
- B. Alternative assessments in science.** A student who does not demonstrate competency in science on the primary demonstration of competency in grade 11 science may leverage an alternative assessment.
  - (1) If a student has made one attempt 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 high school level science; or
    - (b) alternative assessments in science as defined by the graduation manual.
  - (2) 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 in science after making at least one attempt on the primary demonstration of competency in science 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 a grade of at least 3.0 on a 4.0 scale in the coursework required for graduation in high school science;
    - (b) meet the performance level of "approaches expectations" on the primary demonstration of competency in grade 11 science;
    - (c) enroll in and pass no fewer than four courses over the duration of grade 12 including a course in high school science;
    - (d) earn an offer letter from a branch of the United States military for full-time enlistment;
    - (e) earn acceptance into an apprenticeship; or
    - (f) 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 state standards for high school science.
  - (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 high school science. [6.19.7.13 NMAC - N, 7/24/2018]

**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: New Mexico history, 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 in social studies on the primary demonstration of competency may leverage an alternative assessment.

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

(2) 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 in social studies after making at least one attempt on the primary demonstration of competency in social studies 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 a grade of at least 3.0 on a 4.0 scale in the coursework required for graduation in New Mexico history, U.S. history and geography, world history and geography, U.S. government, or economics;

(b) meet the performance level of “approaches expectations” on the primary demonstration of competency in New Mexico history, 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 12 including a course in New Mexico history, U.S. history and geography, world history and geography, U.S. government, or economics;

(d) earn an offer letter from a branch of the United States military for full-time enlistment;

(e) earn acceptance into an apprenticeship; or

(f) 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 of 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 or 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 or economics.

[6.19.7.14 NMAC - N, 7/24/2018]

**6.19.7.15 STANDARDS-BASED PORTFOLIO:** Standards-based portfolio projects may be developed by LEAs.

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

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

(2) department-approved scoring rubrics.

**B.** Under the guidance of the school administrator, standards-based portfolios shall be submitted to a local review team no later 30 days prior to the graduation date.

**C.** LEAs and charters shall establish a local review team to score portfolios. Local review teams shall complete annual, department-approved rubric training. Required trainings shall be completed prior to the review of any portfolios.

(1) The review team shall include, at a minimum:

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

(b) a district level employee or school administrator;

- consultation; and
  - (c) tribal leadership or a designee, if needed, as determined through tribal
  - (d) the student's IEP case manager, if applicable.
- (2) The review team may include:
  - (a) a representative from a partnering postsecondary institution;
  - (b) a member of the business community; or
  - (c) a member of the local school board or governing body.

[6.19.7.15 NMAC - N, 7/24/2018]