



2018–2019 ADC Manual
New Mexico Alternate Demonstration of Competency



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INTRODUCTION

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

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

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

GRADUATION REQUIREMENTS: COHORT 2019

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

STANDARD OPTION

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

MATHEMATICS

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

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

READING

- PARCC English Language Arts (ELA) Grade 11 with at least a score of 725 (Performance Level 3)
or
- PARCC ELA Grade 11 Reading subscore of at least 42 (See note on page 3.)
or
- Spanish SBA Reading with a score of 1140

WRITING

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

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

SCIENCE

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

SOCIAL STUDIES

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

TEST ATTEMPT REQUIREMENTS

To meet the test requirements, students may retake the assessments in fall 2018 and, if needed, for five additional years, to earn a diploma. Prior to pursuing an ADC, students in the 2019 cohort must make the following number of attempts (with the exception noted above for the Integrated Mathematics II and III tests):

Mathematics: PARCC a minimum of 2 times

(One attempt at Geometry and one attempt at Algebra II count as two attempts)

ELA: PARCC Grade 11 ELA a minimum of 2 times

Science: SBA Science 2 times

Social Studies: One state-developed EoC 1 time

CAREER OPTION

Certain students with disabilities have alternate high school graduation options outlined in their IEPs. Students following the career option take similar assessments as those in the standard option, but their IEP teams may set passing scores for all assessments. Students using this option may retake the SBA in science and PARCC graduation assessments in fall 2018.

MATHEMATICS

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

READING

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

WRITING

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

SCIENCE

- SBA Science Grade 11 with individualized passing scores

SOCIAL STUDIES

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

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

ABILITY OPTION

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

MATHEMATICS

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

ELA (Reading and Writing)

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

SCIENCE

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

SOCIAL STUDIES

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

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

ADC IMPLEMENTATION APPLICATION

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

GRADUATION REQUIREMENTS: COHORT 2020

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

STANDARD OPTION

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

MATHEMATICS

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

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

READING

- Transition English Language Arts (ELA) Grade 11 with at least a score of 725 (Performance Level 3)
or
- Transition ELA Grade 11 Reading subscore of at least 42 (See note on page 3.)
or
- Spanish SBA Reading with a score of 1140

WRITING

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

Note on ELA Grade 11 Reading and Writing subscores: Students failing to meet the passing score for Transition ELA Grade 11 may still have met the passing score for a single component: reading **or** writing. If the student achieved a passing score in Transition ELA Grade 11.

SCIENCE

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

SOCIAL STUDIES

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

TEST ATTEMPT REQUIREMENTS

To meet the test requirements, students may retake the assessments in fall 2018 and, if needed, for five additional years, to earn a diploma. Prior to pursuing an ADC, students in the 2019 cohort must make the following number of attempts (with the exception noted above for the Integrated Mathematics II and III tests):

Mathematics: PARCC and/or Transition a minimum of 2 times

(One attempt at Geometry and one attempt at Algebra II count as two attempts)

ELA: Transition Grade 11 ELA a minimum of 2 times

Science: SBA Science 2 times

Social Studies: One state-developed EoC 1 time

CAREER OPTION

Certain students with disabilities have alternate high school graduation options outlined in their IEPs. Students following the career option take similar assessments as those in the standard option, but their IEP teams may set passing scores for all assessments. Students using this option may retake the SBA in science and PARCC graduation assessments in fall 2018.

MATHEMATICS

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

READING

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

WRITING

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

SCIENCE

- SBA Science Grade 11 with individualized passing scores

SOCIAL STUDIES

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

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

ABILITY OPTION

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

MATHEMATICS

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

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

SOCIAL STUDIES

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

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

ADC IMPLEMENTATION APPLICATION

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

STATE-DEVELOPED EOC EXAMS

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

Table 1. Number of Allowable Attempts for EoC Exams

Subject	Total Number of Attempts for the Standard Option	Total Number of Attempts for the Career Option
Mathematics	2	3
Reading	2	3
Writing	2	3
Science	2	3
Social Studies	2	3

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

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

Table 2. State-Developed EoC Exams for ADC

Content Area	EoC Exam	Passing Score
Mathematics	Algebra I ¹	14
	Algebra II	13
	Financial Literacy ¹	12
	Geometry ¹	15
	Integrated Math II	13
	Integrated Math III	14
	Pre-Calculus	15
Reading	English III: Reading	9
	English IV: Reading	9
	Spanish III: Reading	14
Writing	English III: Writing	17
	English IV: Writing	16
	Spanish III: Writing	17
Science	Anatomy and Physiology	23
	Biology	22
	Chemistry	19
	Environmental Science	21
	Physical Science	23
	Physics	20
Social Studies	Economics	18
	Geography	26
	N. M. History	14
	U.S. Government	17
	U.S. History	29
	World History and Geography	28

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

COLLEGE AND CAREER READINESS (CCR) ASSESSMENTS FOR ADC

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

Table 3. CCR Exams: 2018-2019 for ADC

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

GRADUATION ASSESSMENT REQUIREMENTS FOR TRANSFER STUDENTS: COHORT 2013-2019

Below are the graduation assessment requirements for out-of-state and private school transfer students in the cohort of 2019. These requirements are dependent on the timing of a student’s entrance into New Mexico public schools.

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

ROLES AND RESPONSIBILITIES OF STAKEHOLDERS

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

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

SUPPORTING ROLES AND RESPONSIBILITIES

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

Appendix A

This table provides passing scores for previous versions of the EoCs that were available for ADCs for students who should have graduated before or during the 2016-2017 school year.

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

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

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

Appendix B

This table provides passing scores for versions of the EoCs that were available for ADCs for students who completed the EoCs during the 2017-2018 school year.¹

Content Area	EoC Exam	Minimum Passing Score
MATHEMATICS	Algebra I ¹	14
	Algebra II	13
	Financial Literacy ¹	12
	Geometry ¹	15
	Integrated Math II	13
	Integrated Math III	14
	Pre-Calculus	15
READING	English III: Reading	9
	English IV: Reading	9
	Spanish III: Reading	13
WRITING	English III: Writing	17
	English IV: Writing	16
	Spanish III: Writing	17
SCIENCE	Anatomy & Physiology	23
	Biology	27
	Chemistry	24
	Environmental Science	23
	Physical Science	29
	Physics	22
SOCIAL STUDIES	Economics	18
	N.M. History	14
	U.S. History	29
	U.S. Government	17
	World History and Geography	28

¹These EoCs and their passing scores are listed for students on the career path who have an individualized passing score.

² Students pursuing the standard graduation option must pass the Algebra II course to implement a passing score on the Algebra I, Geometry, or Financial Literacy EoC for graduation. Students following the career graduation option may use these EoCs without this stipulation.

Appendix C

EXCERPT FROM PUBLIC EDUCATION RULE 6.19.7.1

6.19.7.10 ALTERNATE DEMONSTRATION OF COMPETENCY USING STANDARDS-BASED INDICATORS

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

- (1) results from post-secondary nationally normed assessments;
- (2) results from workplace readiness assessments;
- (3) results from end-of-course examinations;
- (4) school-based projects such as extended papers, themes, theses, or research projects;
- (5) performances or works of art that can be recorded in an electronic format; and
- (6) community-based projects such as internships, service learning, pre-apprenticeship, or after-school job performance.

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

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

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

- (1) Students must have participated in the short-cycle diagnostic type assessments at ninth and tenth grades in the required subject areas at least once and before submitting artifacts to be considered for alternate demonstration of competency.
- (2) Students who have participated in a college placement or workplace readiness assessment may create a portfolio of artifacts as further evidence of competency or to submit to postsecondary institutions, potential employers, businesses, community organizations, or any institution that requires educational credentials for admission, scholarships, employment, partnerships, internships, apprenticeships, or any opportunity for advancement in learning, earning potential, military service, and citizenship.
- (3) Assembly of the portfolio may incorporate artifacts from as early as grade nine.
- (4) Students may submit a portfolio in English, Spanish, or in a Native American language of an Indian nation, tribe or pueblo located in New Mexico.
- (5) Alternate demonstrations of competency shall not be used for federal accountability requirements and will not be included in adequate yearly progress (AYP) calculations. Students who receive a New Mexico diploma of excellence and who have demonstrated competency through the compilation of a portfolio shall be considered to have graduated and shall count as high school graduates.
- (6) Students may provide alternate demonstrations of competency using standards-based indicators within five years of exiting a public school or state educational institution in order to satisfy competency in required subject areas and receive a New Mexico diploma of excellence.
- (7) Unless special accommodations are required, portfolios shall be submitted to school authorities electronically, use uniform templates, and follow procedures established by the department.
- (8) School administrators shall establish local procedures for determining whether the alternate demonstration of competency:
 - (a) is complete and scorable;
 - (b) addresses the appropriate academic content standards; and
 - (c) be determined as adequately showing competency.
- (9) Electronic documentation of alternate demonstrations of competency shall be stored electronically by the district for five years from the time of submission.
- (10) If at the end of grade twelve a student has not demonstrated competency in the required subject areas on standards-based indicators, the student will be issued a certificate indicating course credits earned and grade level completed.

Appendix D
USEFUL LINKS FOR ADDITIONAL INFORMATION
(Updated August 2018)

Graduation Information and Resources

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

Graduation Requirements: NM Statute

<http://webnew.ped.state.nm.us/wp-content/uploads/2018/08/22-13.1.1.-Graduation-Requirements.pdf>

Graduation Options for Students with Disabilities Technical Assistance Manual

<https://webnew.ped.state.nm.us/wp-content/uploads/2018/03/Graduation-Options-for-Students-with-Disabilities%E2%80%94revised-May-2010.pdf>

Graduation Course Requirements for Students in the Graduating Classes of 2017-2022

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

ADC Implementation Application and Graduation Waiver Request

<https://webnew.ped.state.nm.us/bureaus/assessment/district-test-coordinator/>

PED Website home page

<http://webnew.ped.state.nm.us/>

PED Accountability Bureau home page

<http://webnew.ped.state.nm.us/bureaus/accountability>

PED Assessment Bureau home page

<http://webnew.ped.state.nm.us/bureaus/Assessment>

PED College and Career Readiness Bureau home page

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

PED Constituent Services home page

<http://webnew.ped.state.nm.us/bureaus/constituent-services>

PED Special Education Bureau home page

<http://webnew.ped.state.nm.us/bureaus/special-education>

Statewide Assessment and Accountability System: NM Statute

<https://webnew.ped.state.nm.us/wp-content/uploads/2018/08/22-2C.4-Statewide-assessment.pdf>

Hispanic Education Act: NM Statute

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

Indian Education Act: NM Statute

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

School Accountability including ADC NM Administrative Code

<http://www.nmcpr.state.nm.us/uploads/nmac/06/06.019.0007.pdf>

Appendix E

CONTACTS

Program Assistance	Contact	
Assessment Topics	Kimber Sanchez	505-827-6553 kimber.sanchez@state.nm.us
College and Career Readiness	JoAnn Beuerle	505-827-6717 joanne.beuerle@state.nm.us
CCR Exams for A-F School Grading	Yun Yao	505-827-6595 yun.yao@state.nm.us
Other Assessment Topics	ped.assessment@state.nm.us	

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