



## Support High School Seniors for School Year 2020-2021

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*These adjustments apply only to seniors graduating with Cohort 2021*

### *Adjusting Graduation Requirements*

#### **Flexibility with Course Requirements**

1. **Assessments in place of seat time** (examples include locally designed tests, online PSAT/SAT prep, leveraging a cut score from a college entrance exam, college admissions/placement beyond community college, industry credential, or any [state demonstration of competency](#).)
2. Credit via job experience that connects with the curriculum.
3. Credit via a locally designed and agreed-upon series of assignments or work completion.
4. Credit through expanded course equivalency. The LEA will determine the expanded course equivalency for seniors. However, LEAs will report which courses they are using in such cases to the College and Career Readiness Bureau. Please email [JoAnne.Beuerle@state.nm.us](mailto:JoAnne.Beuerle@state.nm.us)

#### **Demonstrations of Competency**

Most students meet demonstrations of competency by their junior year. However, for students who have not, particularly because last spring's summative assessments were canceled, students may demonstrate competency in a variety of ways determined by the LEA and school board, per 6.19.7.8 (2009)

Some examples of local demonstrations of competency might be:

- Portfolios
- Project-based learning
- Capstones
- Oral presentations
- College Admissions Letter

**We recognize that the pandemic may present extraordinary logistical and access challenges for certain schools and students to be able to offer and complete some of the above demonstrations of competency. In light of this fact, LEAs and school boards may include the meeting of course requirements as an additional option for the demonstration of competency this year. For any student meeting the course requirements for graduation during the 2020-21 school year, they may also be considered to have met their local demonstration of competency requirements, rather than having to complete a separate demonstration of competency if a local board so defines the local demonstrations of competency for this cohort only.**

## **CTE/ Dual Credit**

While the Governor's health order remains in place for grades 6-12, in-person components of CTE instruction are not currently available (except for students in special education, which is limited to 5 students per instructor and is in accordance with the student's IEP). Many high school CTE courses have mandatory in-person instruction requirements, and therefore instruction may be considered incomplete if the student does not receive in-person instruction. LEAs may choose to modify their high school credit policies to award partial credit for completion of online components if the lab is not complete. Credit equivalency of 3 college credit hours to 1 unit of high school instruction is recommended.

Dual Credit courses are college courses and are not covered by high school health orders regarding K-12 instruction. Consequently, higher education institution's guidance for in-person instruction applies for the delivery of dual credit CTE.

Students enrolled in dual credit course generally do so under legal definitions of higher education. Consequently, secondary students attending dual credit courses may follow the guidance currently in place for institutions of higher education. Students may attend in-person CTE lab courses in order to meet lab requirements as per the safety guidelines in place for institutions of higher education. Per current guidance for institutions of higher education, vocational education courses tied to licensure are able to continue at this time so long as they follow all COVID-safe practices.

For Fall, 2020, and in accordance with the instructing college's rules, it is possible that dual credit instructors with mandatory in-person requirements will not issue college credit to high school students who have not received sufficient in-person instruction. Instructors may be able to offer an "incomplete" so that the student can receive credit later, when in-person instruction has happened and/or colleges may be able to split the course into content and laboratory components so that students earn credit for the content portion of the course. Districts may choose to modify their high school credit policies to award partial credit for completion of on-line components (if the lab is not completed). Credit equivalency of 3 college credit hours to 1 unit of high school instruction is recommended.

In anticipation of the fact that restriction on in-person learning may persist for some portion of the spring semester, for Spring 2021, high school students should be encouraged to only enroll in dual credit courses that do not have an in-person requirement. Districts that allow students to enroll in courses with an in-person requirement should collaborate with the college at the time of enrollment so that content and laboratory components can be reflected independently on the transcript.

## Virtual Experience

Two half units earned through virtual delivery in Fall 2020 meets the requirements of 22-13-1.1 (H). Although a senior may not complete an entire unit in a single virtual learning course, partial credits totaling one unit are acceptable as a requirement for a high school diploma of excellence.

### *22-13-1.1 (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.*

## Algebra 2

Students and families will have the ability to request exemption from Algebra 2 with the substitution of another mathematics class up until their second semester of their senior year. Importantly, this may mean students will need credit recovery for these math courses into the summer semester. The student must still complete one math class unit, which typically includes two semesters of the same course. A double block of the math unit could also suffice.

## *General Support*

### Equitable Grading Practices

- Districts and schools may consider options for students and families that permit student choice. Viable choices for students include: grading based on classroom participation, oral reports, grading based on homework, or grading based on major demonstrations of understanding (projects).
- The district or school can move to a Pass/Fail method of assessment.
- Scale: Districts and schools should consider adopting a grading scale in which the bottom score of any grade is a 50%, thereby making all grade ranges equitable (the F grade range would be 10 percentage points, 50%-59%). This grading scale can support student success.

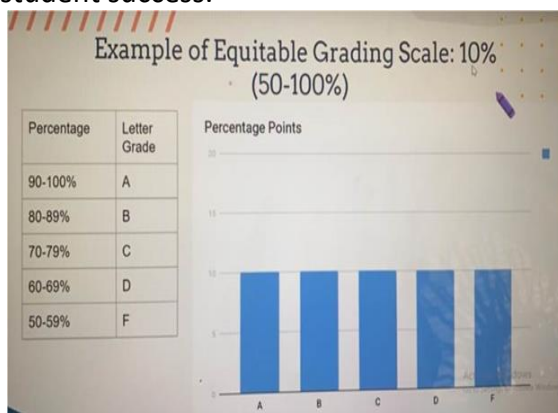
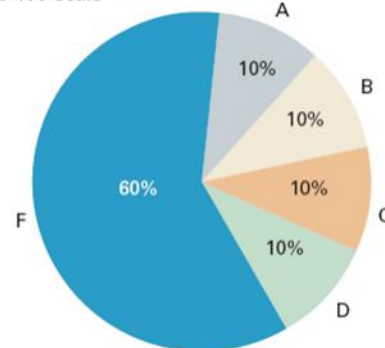


Figure 2. Weighted Toward Failure  
0-100 Scale



- Standards-based assessment: Districts and schools can adjust grading practices to reflect a scale based on performance that meets demonstration of competency with the standards. In this way, Students can score an A, B, or incomplete.
- Students should be given options to make up missed assignments for full credit or to re-do assignments to improve their learning and their grades.

**Lottery Scholarship Qualifications Extended**

Students graduating high school by Dec 31, 2021, will still qualify for the Lottery Scholarship. Students have up to 16 months after graduation, also known as a gap year, to enroll at a public college or university in New Mexico to qualify for the Lottery Scholarship.