



# End of Course Exam Guide For Spring 2014

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Of Instructional Accountability

The information in this document is that which was available from the NM Public Education Department at the time of production of the document.

Information, criteria for administration, or other directions may change before the completion of the End of Course Exam administration.

Please make sure you have checked the assessment website and your email so that you have the latest information.

[www.apsassessment.wordpress.com](http://www.apsassessment.wordpress.com)

All principals, assistant principals and school testing coordinators will be notified of any changes to requirements published by PED.

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## *End Of Course Exam Guide*

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### Introduction

End of Course exams are developed by the Public Education Department. These exams measure student competency in several areas from grades 4-12. Some exams are required for graduation, others are used for teacher effectiveness ratings and some may be used as an alternative demonstration of competencies.

#### List of End of Course Exams

There is a list of all of the exams available from the Public Education Department in Appendix A. Make sure that when you review this list, the current school year is in the footer. This will make sure that you have the most recent list.

#### This Guide

This guide will provide information on which exams are administered, how they are administered and scores, and which students are to participate in these exams.

Accommodations for individual students with disabilities, English language learners, and students with 504 are described in this guide.

To make this a more useful guide, information is broken into school levels: elementary, middle and high school. Within each level is a list of the available EoCs for that level, information on student participation, administration and scoring, and accommodations.

For the high school portion of this guide, information is also provided about how each EoC may be used as an Alternative Demonstration of Competencies (ADC).



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## Elementary End of Course Exams

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### Courses and Content

For the 2013-14 school year, PED has produced only three exams: Art, Music, and Physical Education (PE). These exams are written for students in grades 4 and 5 only.

In APS, we have determined that the following courses are the only ones in which an EOC will be offered this year:

- 5<sup>th</sup> grade course in art,
- 5<sup>th</sup> grade course in music,
- 4<sup>th</sup> grade course in PE.

Students in these courses may participate in the EOCs; if an EOC is offered in another grade we will not administer that EOC this year.

The standards covered in the EoCs are identified in the Blueprints. The Blueprints are available on AIMS, at [www.apsassessment.wordpress.com](http://www.apsassessment.wordpress.com) and on the PED website. The standards on each of the three EOCs are listed in this guide.

Blueprints for each test can be found on AIMS on the Teacher Landing Page. (Use your APS email log-on and password for access) under resources and are available at [www.apsassessment.wordpress.com](http://www.apsassessment.wordpress.com)

Blueprints can also be found on the PED website at <http://ped.state.nm.us/AssessmentAccountability/AssessmentEvaluation/EOC/index.htm>

### Who participates

Any student enrolled in any of these three courses is eligible to participate.

#### Students with Disabilities

Students with significant cognitive or other disabilities who participate in these courses with major modifications are not expected to participate in the EoCs for elementary level courses.

The PED has not provided a specified alternate assessment. At this time, it is assumed that the NMAPA serves as the alternate for these state developed EoCs.

Students with disabilities who participate in the state achievement assessment with accommodations may also participate in EoCs with those same accommodations as their disabilities allow.

### ELL Students

ELL students who participate in state achievement assessments with accommodations or in the Spanish version of the state achievement test may participate in EoCs as their proficiency allows.

### Students with 504 Accommodations

Students with 504 Accommodations for testing may participate in EoCs with those outlined accommodations.

### Opting Out

Parents may elect to have their students opt out of the EoCs in any or all of these courses.

To do this, parents must submit an opt-out form found on the APS website ([www.aps.edu](http://www.aps.edu)), at the APS Service Center, or by obtaining a form from the school. Parents must identify which EOCs students are not taking by marking those on the reverse side of the form.

The completed and signed form should be submitted to the APS Service Center or emailed to [assessment@aps.edu](mailto:assessment@aps.edu).

Students who opt out of the EoCs are to be provided meaningful educational activities as replacement for the time they ordinarily would have been in the EoC. This work is not evaluated for a grade but feedback may be given to the student.

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## Administration of Elementary PE End of Course Exam

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### Content and Course

The assessment consists of traditional paper-based and performance-based components. This is a summative assessment covering a wide range of content, skills, and applications. The standards are listed below:

The physically literate individual:

- demonstrates competency in a variety of motor skill and movement patterns. (Standard 1f)
- applies knowledge of concepts, principles, strategies and tactics related to movement and performance. (Standard 2)
- demonstrates the knowledge and skills to achieve and maintain a health enhancing level of physical activity and fitness. (Standard 3)
- exhibits responsible personal and social behavior that respects self and others. (Standard 4)
- recognizes the value of physical activity for health, enjoyment, challenge, self-expression and/or social interaction. (Standard 5)

### Administration and Schedules

Only students in the grade 4 who are participating in PE will participate in the PE EoC.

In addition to answering traditional multiple choice items, students will also be actively engaged in performances to demonstrate their mastery.

Teachers must mark or score each student on the basis of the rubric provided by the PED for each performance item on the assessment. This is done on the same answer sheet the student used for the multiple choice items.

Individual student answer documents are created using Data Director and contain the student's name, ID number, course number and teacher identification.

Each teacher may print answer documents for their classes.

Directions for logging into Data Director and producing PE EoC answer documents are found on <http://http://apsassessment.wordpress.com/datadirector/webinars/>

Administration may occur over multiple days during the regularly scheduled classes.

### Scoring

After each student has completed their student performance assessment in PE, the teacher or other staff designated by the principal will scan these documents. See the webinar on scanning at <http://apsassessment.wordpress.com/datadirector/webinars/>.

### Passing Scores

If the PED has provided districts with passing scores for the PE exam, then Data Director will scan, score and record the students' answers and the performance ratings based on the marking submitted by the teacher.

If PED has not provided passing scores for the PE exam, the Data Director will scan and record each student answer and each performance descriptor submitted by the teacher.

If the PED has provided a standard for each item, Data Director will provide a report by standard. To learn how to access these reports see details in webinars on the assessment website.

### Using the EoC as a Grade

At this point (Spring 2014), APS leadership has determined it is premature to use these PED EoCs as a final exam for any course offered in APS. Teachers may consider using a grade for participating in the EoC and counting it only as a homework grade, a class participation grade, or quiz grade.

Students who have opted out of the EoC must have the opportunity to earn the same credit for a homework, class participation or quiz grade as students who participate in the EoC. That grade is based on the student's participation in the alternative assignment, not a grade on that assignment.

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## Administration of the Elementary Art EoC

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### Content and Course

The 5<sup>th</sup> grade Art assessment has two components, a multiple choice component and a performance-based assessment, which measure student proficiency in the elements of art and principles of design, the selection and use of art materials, appropriate sketching, knowledge of art types, and historical themes.

The assessment consists of traditional paper-based and performance-based components. This is a summative assessment covering a wide range of content, skills, and applications. The standards are listed below:

- Apply the elements of art in an assigned visual arts problem (*Standard 1, Benchmark 1A, 4–5 Performance*)
- Select a variety of materials, tools, and techniques for producing desired artistic results (*Standard 1, Benchmark 1B*)
- Solve artistic challenges using preliminary sketches, divergent production, and/or various sources of inspiration. (*Standard 4, Benchmark 4A*)
- Make interpretations of art that reflect cultural and/or historical influences. (*Standard 6,, Benchmark 6A*)

### Administration and Schedules

Only students in the grade 5 who are participating in Fine Arts will participate in the Art EoC.

In addition to answering traditional multiple choice items, students will also be actively engaged in performances to demonstrate their mastery.

Teachers must mark or score each student on the basis of the rubric provided by the PED for each performance item on the assessment. This is done on the same answer sheet the student used for the multiple choice items.

Individual student answer documents are created using Data Director and contain the student's name, ID number, course number and teacher identification.

Each teacher may print answer documents for their classes.

Directions for logging into Data Director and producing Art EoC answer documents are found on <http://http://apsassessment.wordpress.com/datadirector/webinars/>

Administration may occur over multiple days during the regularly scheduled art classes.

### Scoring

After each student has completed the multiple choice items and their student performance assessment in Art, the teacher or other staff designated by the principal will scan these

documents. See the webinar on scanning at <http://apsassessment.wordpress.com/datadirector/webinars/>.

### Passing Scores

If the PED has provided districts with passing scores for the Art exam, then Data Director will scan, score and record the students' answers and each performance descriptor submitted by the teacher.

If PED has not provided passing scores for the Art exam, the Data Director will scan and record each performance descriptor for each task as submitted by the teacher.

If the PED has provided a standard for each item, Data Director will provide a report by standard. To learn how to access these reports see details in the webinars on the assessment website.

### Using the EoC as a Grade

At this point (Spring 2014), APS leadership has determined it is premature to use these PED EoCs as a final exam for any course offered in APS.

Teachers may consider using a grade for participating in the EoC and counting it only as a homework grade, a class participation grade, or quiz grade.

Students who have opted out of the EoC must have the opportunity to earn the same credit for a homework, class participation or quiz grade as students who participate in the EoC. That grade is based on the student's participation in the alternative assignment, not a grade on that assignment.

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## Administration of the Elementary Music EoC

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The 4<sup>th</sup> – 5<sup>th</sup> grade music assessment is a performance based assessment. Teachers have the option of creating a performance that is observed and scored by themselves and one other person or the option of participating in an adjudicated festival or event specifically for elementary aged students in music.

The blueprint for the assessment is available on AIMS under resources and on [www.apsassessment.wordpress.com](http://www.apsassessment.wordpress.com) . The blueprint is available on the PED website at [www.ped.state.nm.us/AssessmentAccountability/EOC/html](http://www.ped.state.nm.us/AssessmentAccountability/EOC/html).

The standards measured on the assessment are listed below:

- Sing in various size groups with accurate pitch (*Standard 1A-A*)
- Identify rhythm patterns aurally (*Standard 1C-2; 11D-1*)
- Identify melodic direction aurally (*Standard 1A-4*)
- Identify and categorize instruments into four main instrument families (*Standard 1B-1; 5B-1, 2*)
- Write 4 beat rhythm pattern (*Standard 1C-2; 1D-1, 12*)

### Administration and Schedules

Only students in the grade 5 who are participating in Music will participate in the Music EoC.

Teachers must mark or score each student on the basis of the rubric provided by the PED for each performance or item on the assessment. This is done on an individual answer sheet for each student.

Individual student answer documents are created using Data Director and contain the student's name, ID number, course number and teacher identification.

Each teacher may print answer documents for their classes.

Directions for logging into Data Director and producing Art EoC answer documents are found on <http://http://apsassessment.wordpress.com/datadirector/webinars/>

Administration may occur over multiple days during the regularly scheduled Music classes.

### Scoring

Once all students are scored, the music teacher or other staff designated by the principal will scan these documents. See the webinar on scanning at <http://apsassessment.wordpress.com/datadirector/webinars/>.

### Passing Scores

If the PED has provided districts with passing scores for the Music exam, then Data Director will scan, score and record the students' answers and each performance descriptor submitted by the teacher.

If PED has not provided passing scores for the Music exam, the Data Director will scan and record each performance descriptor for each task as submitted by the teacher.

If the PED has provided a standard for each item, Data Director will provide a report by standard. To learn how to access these reports see details in the webinars on the assessment website.

### Using the EoC as a Grade

At this point (Spring 2014), APS leadership has determined it is premature to use these PED EoCs as a final exam for any course offered in APS.

Teachers may consider using a grade for participating in the EoC and counting it only as a homework grade, a class participation grade, or quiz grade.

Students who have opted out of the EoC must have the opportunity to earn the same credit for a homework, class participation or quiz grade as students who participate in the EoC. That grade is based on the student's participation in the alternative assignment, not a grade on that assignment.

# Middle School

## End of Course Exams

## Middle School End of Course Exams

### Courses and Content

The PED has developed 8 different end of course exams for students enrolled in grades 6-8. In the spring of 2014, 7 of these assessments are multiple choice tests and only one, Introduction to Art, is a student performance assessment. These include, as of spring 2014:

<i>EoC</i>	<i>Assessed Grades</i>	<i>Type</i>
<del>Algebra I *</del>	<del>7-12</del>	<del>PBA#</del>
<del>Health Education</del>	<del>6-12</del>	<del>PBA</del>
Introduction to Art	6-8	SPA#
<del>New Mexico History*</del>	<del>7-12</del>	<del>PBA</del>
Physical Education	6-8	PBA
Science	8	PBA
Social Studies	6	PBA
<del>Spanish I</del>	<del>7-12</del>	<del>PBA</del>

\*If taken for high school credit will be administered

# PBA = Paper Based Assessment; SPA = Student Performance Assessment

Those EOCs with a strikethrough have been identified as not appropriate for middle school courses in APS, leaving only 5 EoCs. The table below identifies the course numbers in APS that are associated with the particular EOCs. Special education courses are not included.

<b>EoC</b>	<b>Course Description</b>	<b>Course Numbers in APS</b>	
Algebra I	Algebra I course offered for high school credit only	311001/2 3110B1/2 330300 330471/2 33081/2	3110D1/2 312001/2 330401/2/3 330801/2 330400
Introduction to Art	7 <sup>th</sup> or 8 <sup>th</sup> grade art; NOT art offered as part of mid-school wheel	70901/2	
Physical Education	PE offered for a full year in grades 6-8 to meet the state requirement of 1 year of PE	910001/2 917001/2	91001 91011
Science 8	8 <sup>th</sup> grade science, English or Spanish	408001/2 4080D1/2	4080B1/2
Social Studies	6 <sup>th</sup> Grade social Studies	106001/2 1060B1/2	

EoC	Course Description	Course Numbers in APS
		1060D1/2
New Mexico History*	High school course offered in middle school for high school credit; does NOT align to middle school NM History	10041/2 1004DE 1004B 10043
Health	High school course offered in middle school for high school credit.	467001/2 4670B1/2 4670D1/2

The student may bank the history EoC score as the demonstration of competency for graduation; a requirement for students graduating 2015 or later. *(a PED requirement currently in place but each student should review this annually to ensure the application of the scores).*

### Participants

Students enrolled in the courses associated with the EoCs should take that EoC.

If a student has completed the course in a prior semester and did not take the EoC, the student should not take it later (e.g. student completed NM History first semester and did not take the EoC at that time; he should not take the EoC second semester).

### Students with Severe Disabilities

Students with significant cognitive or other disabilities who participate in these courses with major modifications may not be expected to participate in the EoCs for these courses. The PED has not provided a specified alternate assessment for the EoCs because the PED’s expectation is that these tests serve as a final exam.

Therefore, teachers should provide the students with significant disabilities with the same alternative that they would provide those students for a final exam in the course.

However, this alternative will not count as a final exam. Another options at this time, is to assume that the NMAPA serves as the alternate for these state developed EoCs.

Students with disabilities who participate in the state achievement assessment with accommodations may also participate in EoCs with those same accommodations as their disabilities allow.

### English Language Learners

ELL students who participate in state achievement assessments with accommodations or in the Spanish version of the state achievement test may participate in EoCs as their proficiency allows.

### Students with 504 Plans

Students with 504 Accommodations Plans may participate in EoCs with those outlined accommodations.

### Middle School Wheel

Students take art as part of a middle school wheel are not taking a semester or year-long course and should not take the Introduction to Art EoC.

### High School Credit Courses

Students who are taking New Mexico History or Health for high school credit should take the EoC associated with that course, not the middle school course EoC.

### Students who Opt Out

Parents may object to their student participating in any one or all of the end of course exams. To opt out their student, parents complete the opt out form available on the APS website or through the APS Service Center and return that form to the address at the bottom of the form. If parents are unable to access the form or return the form via email, they may obtain a form from the school and return it to the school.

If a parent sends a completed opt out form to the school, please fax it to 872-6870 or send a copy via district mail so that the option is recorded in the student record.

Grades for students who opt out of the EoCs shall not be adversely effected by their non-participation. Students who opt out are to be provided meaningful educational activities that serve as alternatives to the time spent administering the EoCs.

## Administration and Times for Testing

All assessments are multiple choice and are estimated to take approximately 90 minutes to complete but are untimed tests.

Students may take the EoCs on-line through the Data Director. If they do, the EoCs will be scored immediately. Otherwise, students will take the test on paper, using a test booklet and plain paper answer document printed via Data Director.

Students struggling with the EoC and taking excessive amounts of time should be encouraged to do their best; reminded there are items they will know and some they do not; do your best and move on.

A rule of thumb used by PARCC is that students with extended time should take the estimated time and about ½ again as much of the estimated time. However, students with accommodations of extra time should not be stopped from their testing event.

Students **may not** have an unsupervised break during the assessment and return to complete the assessment (e.g. break for lunch and return) nor may they start an exam one day and complete it the next.

If a student with extra time accommodation or a student taking a longer amount of time to complete the exam is still working at lunch, lunch may be brought to the student, the student may eat at his desk and then continue testing.

Students should begin any assessment in the afternoon early enough so that their extra time accommodation does not run into the end of the school day.

### Split Exams and Unfinished Parts of EoCs

Any exam that is not split must be administered in one sitting.

Any exam split into 2 parts may be administered as a single exam by presenting the two booklets together and providing students with enough time to complete both booklets. If this is the administration style chosen students may move between the two booklets as if it is one test.

Any exam split into 2 parts may be administered during two separate administrations.

Each part of an EoCs (part 1 or part 2) is treated for administration purposes as a complete test. Once students finish one part and turn in the booklet, the student cannot return to the completed part.

The second part of the exam may be administered that day or another day but the second part is administered in its entirety.

With split exams students may complete only one part of a split exam and fail to return to complete the second part. If the student's answer document is submitted for scoring it will be scored as if all the missing items are wrong. This is likely to generate a failing score.

Therefore, **make-up tests are critical if the school splits the exams.**

The only exception to a single-sitting administration is the student performance assessment in art. Although this assessment is not available at the time of printing this guide, the assessment is expected to take approximately 2 class sessions to fully administer.

Teachers may administer the tests to their own students if that is the process used at the school.

## Accommodations

### Students with Disabilities

Students with disabilities may be provided the same accommodations on the EoCs that are provided to those students on other state assessments such as SBA or the interim assessments.

The current special education system does not address accommodations in assessments other than reading/language arts, math and science.

It is appropriate to extend the accommodations provided in math and science to any other content area assessed by the EoCs.

### English Language Learners

ELL students are provided the same accommodation available to them on the SBA: Standard English administration; accommodated English versions, standardized Spanish versions for Spanish speakers; and accommodated Spanish versions of the EoCs.

ELL students who are not Spanish speakers may follow the same participation rules as those applied to the SBA:

Students not educated in the US for a year are exempt from any Reading or English Language Arts EoCs (when those are available);

All other exams may be read aloud to the student

Do not translate the EoCs into the student's first language.

### Students with 504 Accommodation Plans

Students with a 504 Plan that includes accommodations for testing should be provided those same accommodations for the EoCs.

### All Other Students

On occasion there are students who are not Special education, ELL or have a 504 who are afforded accommodations on a regular basis by individual teachers.

For these students, the teacher may provide the same accommodations that might have been provided to that child for the regular class final for the EoC. The one exception is the reading of the reading EoC. This is the guideline because the PED has stated repeatedly that these EoCs are intended to replace the finals.

### Test Materials

If students are not taking the EoCs on line, schools must confirm the needed class sets.

Each teacher assigned to a course with an associated EoC will be provided a classroom set of test booklets (40 booklets). Counts will be taken from class rolls in SchoolMax two weeks prior to the opening of the window.

We are providing class sets instead of individual student booklets because test versions are changed at each administration. Any efforts school staffs might take to reduce the number of booklets to be copied is helpful and cost effective. Thank you!

The counts by teacher will be provided to the School Test Coordinator who will confirm the counts with the school administration and then with Testing Services Center.

Answer documents will be printed at Testing Services Center and distributed to the schools with the test booklets.

If schools need more than classroom sets of test booklets, these can be ordered by EoC by contacting Testing Services Center with their order.

### Scoring

Scoring will be completed through Data Director either as part of the on-line assessment process or by scanning the plain-paper answer document (bubble sheet).

If PED has provided districts with passing scores for each EoC, Data Director will provide a percent correct as well as a passing score.

If we have been able to attach items to standards, Data Director will also provide the standards reports as well.

See the information on the assessment website that describes the Data Director reports available to all teachers on whose roll the student appears.

If the PED has not provided passing scores for the EoC, Data Director will only provide a percent correct.

Please do not use a standard passing/failing percentage to inform students of their status. Often passing scores provided by PED are very different from a traditional scoring criteria.

For student performance assessments – Introduction to Art and PE – it is anticipated that the teacher will score student performances according to a rubric and record those scores on a Data Director answer sheet so that they are scanned, scored and available to be reported to the PED with all other EoC scores.

### Passing Scores

At the time of publication of this guide, PED had not provided cut scores for any of the middle school assessments. (March 2014). These passing scores will be posted on AIMS and on the APS Assessment Website ([apsassessment.wordpress.com](http://apsassessment.wordpress.com)) as soon as those are made available to the district.

Passing the EoC does not replace the grade a student earns in the course. Thus a student who has failed a course and recommended for summer school may not use the EoC score to replace that failing grade.

### Using the EoC as a Grade or Final Exam

APS leadership and the APS Board of Education have determined that at this point (spring 2014) PED provided EoCs will **NOT** be used as a course final.

Teachers may elect to use *participation* in the EoC as a class assignment grade, a participation grade, homework or quiz grade. The grade is only for *participation* and should not be based on the score the student earns on the EoC.

Grades for students who opt out of the EoCs shall not be adversely effected by their non-participation.

If a teacher provides a graded for participation in the EoC as a homework, class participation, or quiz grade, the opportunity to earn that same grade must be provided to students who opt out and based on the *participation in* educational activities provided during the opt out time.



# High School End Of Course Exams

## High School End of Course Exams

### Course and content

The PED has developed 22 end of course exams for students taking high school courses for credit. In the spring of 2014, most of these were multiple choice exams but 4 were student performance exams.

<i>EoC</i>	<i>Assessed Grades</i>	<i>Type</i>	<i>ADC</i>
<b>Algebra I</b>	<b>7–12</b>	<b>PBA</b>	<b>M</b> (if passed Algebra II course)
<b>Algebra II</b>	<b>10–12</b>	<b>PBA</b>	<b>M</b>
<b>Biology</b>	<b>9–12</b>	<b>PBA</b>	<b>S</b>
<b>Chemistry</b>	<b>9–12</b>	<b>PBA</b>	<b>S</b>
<b>Economics</b>	<b>9–12</b>	<b>PBA</b>	<b>SS</b>
<b>English/Language Arts III Reading</b>	<b>11</b>	<b>PBA</b>	<b>ELA</b>
<b>English/Language Arts III Writing</b>	<b>11</b>	<b>PBA</b>	<b>W</b>
<b>English/Language Arts IV Reading</b>	<b>12</b>	<b>PBA</b>	<b>ELA</b>
<b>English/Language Arts IV Writing</b>	<b>12</b>	<b>PBA</b>	<b>W</b>
<b>Spanish Language Arts</b>	<b>11</b>	<b>PBA</b>	<b>ELA</b>
General Computer Applications	9–12	SPA	
Health Education	6–12	PBA	
Integrated Math III	10–12	PBA	
Introduction to Art	9–12	SPA	
<del>Mathematics ADC</del>	9–12	PBA	M
Music	9–12	PBA/SPA	
<b>New Mexico History</b>	<b>7–12</b>	<b>PBA</b>	<b>SS</b>
Physical Education	9–12	PBA/SPA	
Spanish I	7–12	PBA	
<b>U.S. Government—Comprehensive</b>	<b>9–12</b>	<b>PBA</b>	<b>SS</b>
<b>U.S. History</b>	<b>9–12</b>	<b>PBA</b>	<b>SS</b>
<b>World History and Geography</b>	<b>9–12</b>	<b>PBA</b>	<b>SS</b>

*Highlighted EoCs include a student performance; Bold EoCs are eligible for ADC; strikethroughs are not administered in APS.*

### End of Course Exams for Competency and Exit Requirements

#### Social Studies

Students intending to graduate after August 2014 will be required to pass one EoC in social studies in order to demonstrate competence in social studies. All EoCs that may be used as a demonstration of social studies competency are marked in the table above with an SS in the ADC column.

## Writing

Students must demonstrate competence in writing and may do so by taking and passing the EoC in Writing 11 or 12; or students may go directly to the College Career Readiness assessments and achieve a score set by the PED. The Exit Requirements that outline the scores for CCR assessments can be found on the APS website [asp.edu/graduation\\_requirements](http://asp.edu/graduation_requirements).

## All Other EoCs

Many other EoCs may serve as an alternative demonstration of competency for students who have not taken and passed the SBA in reading/English Language Arts, math or science. Those EoCs are marked in the table above with the code for the areas in which the EoC serves as an ADC: (ELA for English Language Arts; M for math; S for science; W for writing).

If a student uses one of the EoCs as an ADC, the student must have exhausted all opportunities to take the SBA in that content area that were available to that student.

## Participants

Students enrolled in the courses associated with the EoCs should take that EoC. If a student has completed the course in a prior semester and did not take the EoC, the student should not take it later (e.g. student completed NM History first semester and did not take the EoC at that time; he should not take the EoC second semester).

## Students with Severe Disabilities

Students with significant cognitive or other disabilities who participate in these courses with major modifications are not expected to participate in the EoCs for these courses. The PED has not provided a specified alternate assessment. At this time, it is assumed that the NMAPA serves as the alternate for these state developed EoCs.

Students with disabilities who participate in the state achievement assessment with accommodations may also participate in EoCs with those same accommodations as their disabilities allow.

Students on career or ability pathways may participate in the EoCs as it is appropriate.

For those EoCs required for graduation, students on these pathways should participate in the EoCs to create a baseline so that the IEP committee can establish each student's personal criteria for the next administration.

## English Language Learners

ELL students who participate in state achievement assessments with accommodations or in the Spanish version of the state achievement test may participate in EoCs as their proficiency allows.

## Students with 504 Plans

Students with 504 Accommodations Plans may participate in EoCs with those outlined accommodations.

## Opt Out

Parents may object to their student participating in any one or all of the end of course exams. To opt out their student, parents complete the opt out form available on the APS website or through the APS Service Center and return that form to the address at the bottom of the form. If parents are unable to access the form or return the form via email, they may obtain a form from the school and return it to the school.

If a parent sends a completed opt out form to the school, please fax it to 872-6870 or send a copy via district mail so that the option is recorded in the student record.

Grades for students who opt out of the EoCs shall not be adversely effected by their non-participation. Students who opt out are to be provided meaningful educational activities that serve as alternatives to the time spent administering the EoCs.

## Administration and Times for Testing

All assessments are multiple choice and are estimated to take approximately 90 minutes to complete but are untimed tests.

Students may take the EoCs on-line through the Data Director. If they do, the EoCs will be scored immediately.

Otherwise, students will take the test on paper, using a test booklet and plain paper answer document printed via Data Director.

Students struggling with the EoC and taking excessive amounts of time should be encouraged to do their best; reminded there are items they will know and some they do not; to do their best and move on when they are ready.

A *rule of thumb* used by PARCC is that students with extended time should take the estimated time and about *1/2 again as much of the estimated* time. However, students with accommodations of extra time should not be stopped from their testing event.

Students may not take only part of an assessment and complete that assessment after an unsupervised break such as lunch nor may they start an exam one day and complete it the next.

Students with disabilities should begin the assessment early enough in the day so that their extra time accommodation does not run into the end of the school day.

### Split Exams and Unfinished Parts of EoCs

Any exam that is not split must be administered in one sitting.

Any exam split into 2 parts may be administered as a single exam by presenting the two booklets together and providing students with enough time to complete both booklets.

If this is the administration style chosen students may move between the two booklets as if it is one test.

Any exam split into 2 parts may be administered during two separate administrations.

Each part of an EoCs (part 1 or part 2) is treated for administration purposes as a complete test. Once students finish one part and turn in the booklet, the student cannot return to the completed part.

The second part of the exam may be administered that day or another day but the second part is administered in its entirety.

With split exams, students may complete only one part of a split exam and fail to return to complete the second part. **If the student's answer document is submitted for scoring with only one part completed, it will be scored as if all the missing items are wrong.** This is likely to generate a failing score.

Therefore, ***make-up tests are critical if the school splits the exams.***

The only exception to that is the student performance assessment in art. Although this assessment is not available at the time of printing this guide, the assessment is expected to take approximately 2 class sessions to fully administer.

Teachers may administer the tests to their own students and scan these assessments if that is the process used at the school.

## Accommodations

### Students with Disabilities

Students with disabilities may be provided the same accommodations on the EoCs that are provided to those students on other state assessments such as SBA or the interim assessments.

The current special education system does not address accommodations in assessments other than reading/language arts, math and science.

It is appropriate to extend the accommodations provided in math and science to any other content area assessed by the EoCs.

### English Language Learners

ELL students are provided the same accommodation available to them on the SBA:

- Standard English administration;
- accommodated English versions,
- standardized Spanish versions for Spanish speakers; and
- accommodated Spanish versions of the EoCs.

ELL students who are not Spanish speakers may follow the same participation rules as those applied to the SBA:

Students not educated in the US for a year are exempt from any Reading or English Language Arts EoCs (when those are available);

All other exams may be read aloud to the student or administered in Spanish if the student is a Spanish speaker.

Do not translate the EoCs into the student's first language.

### Students with 504 Accommodation Plans

Students with a 504 Plan that includes accommodations for testing should be provided those same accommodations for the EoCs.

### All Other Students

On occasion there are students who are not Special education, ELL or have a 504 who are afforded accommodations on a regular basis by individual teachers.

For these students, the teacher may provide the same accommodations that might have been provided to that child for the regular class final for the EoC. The one exception is the reading of the reading EoC. This is the guideline because the PED has stated repeatedly that these EoCs are intended to replace the finals.

### Test Materials

If students are not taking the EoCs on line, schools must confirm the needed class sets.

Each teacher assigned to a course with an associated EoC will be provided a classroom set of test booklets (40 booklets). Counts will be taken from class rolls in SchoolMax two weeks prior to the opening of the window.

We are providing class sets instead of individual student booklets because test versions are changed at each administration. Any efforts school staffs might take to reduce the number of booklets to be copied is helpful and cost effective. Thank you!

The counts by teacher will be provided to the School Test Coordinator who will confirm the counts with the school administration and then with Testing Services Center.

Answer documents will be printed at Testing Services Center and distributed to the schools with the test booklets.

If schools need more than classroom sets of test booklets, these can be ordered by EoC by contacting Testing Services Center with their order.

### Scoring

Scoring will be completed through Data Director either as part of the on-line assessment process or by scanning the plain-paper answer document (bubble sheet).

Teachers may scan and score their own students' answer documents.

If PED has provided districts with passing scores for each subtest, the Data Director will provide a percent correct as well as a passing score.

If we have been able to attach items to standards, the Data Director will also provide the standards reports as well.

See the information on the assessment website that describes the Data Director reports available to all teachers on whose roll the student appears.

If the PED has not provided passing scores for the EoC Data Director will only provide a percent correct.

Please do not use a standard passing/failing percentage to inform students of their status. Often passing scores provided by PED are very different from a traditional scoring criteria.

For student performance assessments – Introduction to Art and Music – it is anticipated that the teacher will score student performances according to a rubric and record those scores on a Data Director answer sheet so that they are scanned, scored and available to be reported to the PED with all other EoC scores.

### Passing Scores

At the time of publication of this guide, PED had not provided cut scores for any of the newly released EoC assessments. (March 2014).

These passing scores will be posted on AIMS and on the APS Assessment Website ([apsassessment.wordpress.com](http://apsassessment.wordpress.com)) as soon as those are made available to the district.

Passing scores for the available EoCs are listed in the table below.

EoC (Content and Version)	Passing Score
Chemistry Fall 2012	12
Chemistry Spring 2013	13
Biology Fall 2012	20
Biology Spring 2013	22
Algebra Fall 2012	20
Writing Fall 2012	15
US History Fall 2012	26

Passing the EoC does not replace the grade a student earns in the course. Thus, a student who has failed a course and was recommended for summer school may not use the EoC to replace that failing grade.

### Using the EoC as a Grade or Final Exam

APS leadership and the APS Board of Education have determined that at this point (spring 2014) PED provided EoCs will NOT be used as a course final.

Teachers may elect to use participation in the EoC as a class assignment grade, a participation grade, homework or quiz grade. The grade is only for participation and should not be based on the score the student earns on the EoC.

Grades for students who opt out of the EoCs shall not be adversely effected by their non-participation.

If a teacher provides a grade for participation in the EoC as a homework, class participation, or quiz grade, the opportunity to earn that same grade must be provided to students who opt out and based on the educational activities provided during the opt out time.

EoC	Course Description <i>USE THIS LIST FOR 2014 ADMINISTRATION ONLY</i>	APS Course Numbers <i>EDITS MAY OCCUR</i>	
<b>Algebra I</b>	Algebra I course offered for high school credit; students currently enrolled; <u>Only students enrolled in 2<sup>nd</sup> semester who have successfully completed semester 1</u>	31100 /2 3110B /2 31210 /2 330300 33047 /2 3308 2	3110D /2 31200 /2  33040 /2/3 33080 /2 330400
<b>Algebra II</b>	Algebra II and Algebraic Models; does not include Algebra II/Trig; any course counting towards the state requirement of Algebra II (but not courses above algebra II); students currently enrolled; <u>Only students enrolled in 2<sup>nd</sup> semester who have successfully completed semester 1</u>	36040 /2 36040C 36040DE /2 36035 /2 3603B /2	360403 36040C /2 3604A /2 36035DE /2
<b>Arts</b>			
<b>Biology</b>	Biology, Biology I, Biology II, AP Biology, Eco-Biology, Biology Bilingual, Analytical and Analytical Bilingual, Distance Ed; course matches basic Biology standards identified in the PED blueprint. <u>Only students enrolled in 2<sup>nd</sup> semester who have successfully completed semester 1</u>	41111 /2 41131 /2 44131 /2 4111B /2 41131C /2	41121 /2 44111 /2 41111DE /2 4112B /2 4113B /2
<b>Chemistry</b>	All courses that provide a student with a chemistry credit on their transcript; course matches basic chemistry standards identified in the PED blueprint. <u>Only students enrolled in 2<sup>nd</sup> semester who have successfully completed semester</u>	42111 /2 4213 /2 43088 /2 44132 /2 42111DE /2 4211B /2 4213B /2 4308 /2(??) Integrated	42121 /2 43080 /2 44112 /2  4212B /2
<b>Economics</b>	All courses matching the PED blueprint that award Economics credit; No decision at the district level has been made about Advanced Marketing and Business Law;	15011 15015+ /2 15011C	15015 15016 /2 15011C /2

EoC	Course Description <i>USE THIS LIST FOR 2014 ADMINISTRATION ONLY</i>	APS Course Numbers <i>EDITS MAY OCCUR</i>	
	Student should be enrolled in Economics when the test is offered; if the course was completed the previous semester do not administer the exam to the student.	15011CDE 1501B	15011DE ?? 483152?
<b>English/Language Arts III Reading</b>	All courses offered for English 11 credit	2505 /2 25054 /2 25058 /2 25029 /2	
<b>English/Language Arts III Writing</b>	All courses offered for English 11 credit; See Above		
<b>English/Language Arts IV Reading</b>	All courses offered for English 12 credit; Students enrolled in first semester should not take the EOC. <u>Only students enrolled in 2<sup>nd</sup> semester who have successfully completed semester 1</u> of the course should take the English Language Arts IV Reading/Writing	20538 /2      21039 /2 21532 /2      21533 /2 21542 /2      22037 /2 22072 /2      24531 /2 24541 /2      25061 /2 25064 /2      25065 /2 22072DE /2 25061C      25061C 1/2 25061DE /2 25064DE /2 2505I /2 IB ???	
<b>English/Language Arts IV Writing</b>	Same as above.		
<b>Spanish Language Arts</b>	All courses offered for LA 11 or 12 credit	2055L1/2 2055M1/2 610272 2055Q1/2 Maybe???	
General Computer Applications	Only students in Computer Graphics 2 and above should take the exam to ensure all the standards have been covered that are listed on the PED blueprint; <u>Only students enrolled in 2<sup>nd</sup> semester who have successfully completed semester 1</u>	65520 /2      84232 /2 65530 /2      84233 /2 65540 /2      84234 /2 71572 /2      84301 /2	

EoC	Course Description <i>USE THIS LIST FOR 2014 ADMINISTRATION ONLY</i>	APS Course Numbers <i>EDITS MAY OCCUR</i>
		71574 /2 71576 /2
Health Education	High school course; High School course offered in middle school for high school credit.	467001/2 4670B1/2 4670D1/2
Music	<p>Ideally a class that would attend Music performance Assessment Festivals. Choir and orchestra held MPAs in Feb and March and results were forwarded to the PED as EOCs. Band MPA is April and results are to be forwarded to PED.</p> <p>Groups that did not attend must prepare according to the blueprint a performance for adjudication by the teacher and one other person</p> <p><b>ALL STUDENTS IN IDENTIFIED CLASSES WILL TAKE THE WRITTEN PORTION OF THE ARTS EXAM</b></p> <p>Courses may include Music Theory; AP Theory; musical theater, beginning, intermediate and advanced band; symphonic band; concert band; wind ensemble; symp band 1-4; beginning, intermediate and advanced orchestra; mariachi 1-4; Beginning, intermediate and advanced chorus; concert choir; treble choir, mixed choir; sand wing choir; Guitar is undecided at this time.</p>	
<b>New Mexico History*</b>	High school course; High school course offered in middle school for high school credit; does NOT align to middle school NM History	10041/2 1004DE 1004B 10043
Physical Education		

EoC	Course Description <i>USE THIS LIST FOR 2014 ADMINISTRATION ONLY</i>	APS Course Numbers <i>EDITS MAY OCCUR</i>
Spanish I	Beginning course as modern and classical or world languages	610102    61010DE 2 610103    606AB 2
<b>US Government – Comprehensive</b>	All courses matching the PED blueprint that award Government credit; Student should be enrolled in Government when the test is offered; if the course was completed the previous semester do not administer the exam to the student.	13011 13016 13016 /2 13011C 13011C1 13011CDE 13011DE 13016DE 1301B
<b>US History</b>	US History; AP US History; US History Bilingual and Distance Ed	110112 110132 110202 11011DE2 11013DE2 1101B2 1102I2
<b>World History &amp; Geography</b>	World history/geography; AP W Hist/Geog; W Hist/Geog Bilingual; Distance Ed and IB	120192 120312 120132 12013DE2 1201B2