

American Legion Auxiliary  
New Mexico Girls State  
**Bill**



Principal Author: Autumn Laws

Bill No: 55 Committee: C

Status:

Passed by:  Committee  House  Senate  Governor

Tabled by:  Committee  House  Senate  Governor

Other: No Action in the House

Simple Title of Bill: Teacher Evaluations

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SENATE BILL

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**72<sup>nd</sup> SESSION – AMERICAN LEGION AUXILIARY NEW MEXICO GIRLS STATE – 2019**

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INTRODUCED BY

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*Autumn Laws*

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AN ACT

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RELATING TO THE EDUCATION OF CHILDREN IN THIS STATE AND HOW THEY ARE

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GRADED, TEACHERS SHOULD EVALUATE THEM BASED ON THEIR PERFORMANCE

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IN THE CLASSROOM WITH WORD AND PARTICIPATION. THERE SHOULD BE A

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GREATER EMPHASIS ON CLASSROOM PERFORMANCE RATHER THAN TEST

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SCORING AND WORK SHOULD BE DONE ON SELF IMPROVEMENT AND GROWTH.

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BE IT ENACTED BY THE LEGISLATURE OF THE AMERICAN LEGION AUXILIARY NEW

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MEXICO GIRLS STATE:

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SECTION 1. DEFINITIONS. -

1 SECTION 2. PROVISIONS. - In regards to education of children in schools, teachers  
2 should evaluate them based on their in-classroom performance and participation rather  
3 than test scores. There needs to be a greater emphasis on a child's performance in a  
4 classroom because test scores do not truly provide the capability of a student. If teachers  
5 work on the self importance and growth of students in their classroom, they will have more  
6 accurate results of knowing what a child is learning. Teachers can do this by focusing on  
7 helping them learn necessities instead of being concerned of how they perform on tests  
8 alone. Many children are very smart, yet they will get nerves or even get anxiety when the  
9 time comes to take a test. This pressure they are under can cause a great amount of  
10 stress, therefore making a child unable to completely focus and causing them later to  
11 receive a bad grade. These tests do not show the ability of a child because test results can  
12 be very different from how much a child actually knows. These tests do not show how much  
13 they have learned and grown throughout the year, they only take how a child performs that  
14 time under pressure. When a child does not do well, it sometimes pressures teachers to  
15 "teach to the test." A teacher will often become concerned with how their students test for  
16 their own reasons of how it will effect or look bad on them. A teacher should have to worry  
17 about what a student does know and how they can get better, not how test scores will  
18 reflect badly on them as an educator. Tests also do not appreciate or give children a  
19 chance to express creativity and diversity. Answers that are different from the average  
20 expectation, but that have potential, are not valued the way they should be. Tests and the  
21 scores that will come after create great stress on a child in them knowing that people use  
22 that to determine how much they know or how smart they are. Once receiving a bad test  
23 score, a child's confidence can greatly decrease and along with this, sometimes their self  
24 worth. All of these reasons are why children should be evaluated through participation and

1 performances in the classroom with work and everyday assignments rather than the scores  
2 that come from a stressful test.

3 SECTION 3. PENALTY. -

4 SECTION 4. APPROPRIATION. -

5 All laws, acts, provisions, or parts of laws contained in the Constitution of the State of New  
6 Mexico in conflict with any provision of this act are hereby repealed.

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8 The provisions of this act shall be effective on and after The provisions of this act shall be  
9 effective on and after August 10, 2019