

Albuquerque Public Schools
New Mexico High School Competency Exam Alternative Assessment for English Language Learners

Student Name: _____ **APS StuID** _____ **Grade** _____

Teacher Name: _____ **Date:** _____

MATH CONTENT STANDARDS	Meets	Fails to Meet	DOCUMENTATION	
STRAND I: GLOBAL MATHEMATICAL PROCESSES The student understands and uses mathematical processes.			<input type="checkbox"/> Class Work <input type="checkbox"/> Projects <input type="checkbox"/> Grades	<input type="checkbox"/> Service Learning <input type="checkbox"/> Portfolio <input type="checkbox"/> Assessments from other Districts/States
STRAND II: NUMBER SENSE AND OPERATIONS The student demonstrates number sense through experiences with meaningful mathematical problems that focus on number meaning, number relationships, place value concepts, relative effects of operations, and multiple representations to communicate sound mathematical thinking.			<input type="checkbox"/> Class Work <input type="checkbox"/> Projects <input type="checkbox"/> Grades	<input type="checkbox"/> Service Learning <input type="checkbox"/> Portfolio <input type="checkbox"/> Assessments from other Districts/States
STRAND III: GEOMETRY, SPATIAL SENSE, AND MEASUREMENT The student demonstrates an understanding of concepts, properties, and relationships of geometry and measurement through experiences with meaningful mathematical problems that focus on identifying, describing, classifying, visualizing, comparing, estimating, and measuring various aspects of shapes and objects.			<input type="checkbox"/> Class Work <input type="checkbox"/> Projects <input type="checkbox"/> Grades	<input type="checkbox"/> Service Learning <input type="checkbox"/> Portfolio <input type="checkbox"/> Assessments from other Districts/States

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<p>STRAND IV: DATA ANALYSIS, STATISTICS, AND PROBABILITY The student identifies patterns and special features of data and events of chance through experiences with meaningful mathematical problems that focus on comparing, predicting, representing data, and making decisions to communicate mathematical understanding.</p>			<input type="checkbox"/> Class Work <input type="checkbox"/> Projects <input type="checkbox"/> Grades	<input type="checkbox"/> Service Learning <input type="checkbox"/> Portfolio <input type="checkbox"/> Assessments from other Districts/States
<p>STRAND V: PATTERNS, FUNCTIONS, AND ALGEBRAIC CONCEPTS The student demonstrates an understanding of algebraic skills and concepts through experiences with meaningful mathematical problems that focus on discovering, describing, modeling, and generalizing patterns and functions, representing and analyzing relationships, and finding and supporting solutions.</p>			<input type="checkbox"/> Class Work <input type="checkbox"/> Projects <input type="checkbox"/> Grades	<input type="checkbox"/> Service Learning <input type="checkbox"/> Portfolio <input type="checkbox"/> Assessments from other Districts/States

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LANGUAGE ARTS CONTENT STANDARDS	Meets	Fails to Meet	DOCUMENTATION	
STRAND I: READING PROCESS: The student employs appropriate reading strategies to read and interpret increasingly complex texts for a variety of purposes.			<input type="checkbox"/> Class Work <input type="checkbox"/> Projects <input type="checkbox"/> Grades	<input type="checkbox"/> Service Learning <input type="checkbox"/> Portfolio <input type="checkbox"/> Assessments from other Districts/States
STRAND II: READING ANALYSIS: The student responds to, examines, and critiques historically and culturally significant issues and events portrayed in literature that both illustrate and affect people, society, and individuals.			<input type="checkbox"/> Class Work <input type="checkbox"/> Projects <input type="checkbox"/> Grades	<input type="checkbox"/> Service Learning <input type="checkbox"/> Portfolio <input type="checkbox"/> Assessments from other Districts/States
STRAND III: EXPRESSIVE LANGUAGE: WRITING: The student writes effectively for different audiences and purposes (e.g., to describe, narrate, express, explain, persuade, and analyze) using appropriate writing strategies and conventions.			<input type="checkbox"/> Class Work <input type="checkbox"/> Projects <input type="checkbox"/> Grades	<input type="checkbox"/> Service Learning <input type="checkbox"/> Portfolio <input type="checkbox"/> Assessments from other Districts/States
STRAND IV: EXPRESSIVE LANGUAGE: SPEAKING: The student speaks effectively for different audiences and purposes (e.g., to describe, narrate, express, explain, persuade, and analyze) using appropriate speaking strategies and conventions.			<input type="checkbox"/> Class Work <input type="checkbox"/> Projects <input type="checkbox"/> Grades	<input type="checkbox"/> Service Learning <input type="checkbox"/> Portfolio <input type="checkbox"/> Assessments from other Districts/States

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LANGUAGE ARTS CONTENT STANDARDS	Meets	Fails to Meet	DOCUMENTATION	
STRAND V: RECEPTIVE LANGUAGE: LISTENING AND VIEWING: The student demonstrates, analyzes, evaluates, and reflects upon the skills and processes used to communicate by listening to and viewing a variety of auditory and visual works.			<input type="checkbox"/> Class Work <input type="checkbox"/> Projects <input type="checkbox"/> Grades	<input type="checkbox"/> Service Learning <input type="checkbox"/> Portfolio <input type="checkbox"/> Assessments from other Districts/States
STRAND VI: RESEARCH: The student conducts and compiles research data, synthesizes findings, and develops an original conclusion to increase personal and community depth of knowledge.			<input type="checkbox"/> Class Work <input type="checkbox"/> Projects <input type="checkbox"/> Grades	<input type="checkbox"/> Service Learning <input type="checkbox"/> Portfolio <input type="checkbox"/> Assessments from other Districts/States

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SCIENCE CONTENT STANDARDS	Meets	Fails to Meet	DOCUMENTATION	
1. UNIFYING CONCEPTS AND PROCESSES: Students will understand science concepts of order and organization.			<input type="checkbox"/> Class Work <input type="checkbox"/> Projects <input type="checkbox"/> Grades	<input type="checkbox"/> Service Learning <input type="checkbox"/> Portfolio <input type="checkbox"/> Assessments from other Districts/States
2. UNIFYING CONCEPTS AND PROCESSES: Students will use evidence, models, and explanations to explore the physical world.			<input type="checkbox"/> Class Work <input type="checkbox"/> Projects <input type="checkbox"/> Grades	<input type="checkbox"/> Service Learning <input type="checkbox"/> Portfolio <input type="checkbox"/> Assessments from other Districts/States
3. UNIFYING CONCEPTS AND PROCESSES: Students will use form and function to organize and understand the physical world.			<input type="checkbox"/> Class Work <input type="checkbox"/> Projects <input type="checkbox"/> Grades	<input type="checkbox"/> Service Learning <input type="checkbox"/> Portfolio <input type="checkbox"/> Assessments from other Districts/States
4. UNIFYING CONCEPTS AND PROCESSES: Students will understand the physical world through the concepts of change, equilibrium, and measurement.			<input type="checkbox"/> Class Work <input type="checkbox"/> Projects <input type="checkbox"/> Grades	<input type="checkbox"/> Service Learning <input type="checkbox"/> Portfolio <input type="checkbox"/> Assessments from other Districts/States
5. SCIENCE AS INQUIRY: Students will acquire the abilities to do scientific inquiry.			<input type="checkbox"/> Class Work <input type="checkbox"/> Projects <input type="checkbox"/> Grades	<input type="checkbox"/> Service Learning <input type="checkbox"/> Portfolio <input type="checkbox"/> Assessments from other Districts/States
6. SCIENCE AS INQUIRY: Students will understand the process of scientific inquiry:			<input type="checkbox"/> Class Work <input type="checkbox"/> Projects <input type="checkbox"/> Grades	<input type="checkbox"/> Service Learning <input type="checkbox"/> Portfolio <input type="checkbox"/> Assessments from other Districts/States

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SCIENCE CONTENT STANDARDS	Meets	Fails to Meet	DOCUMENTATION	
7. PHYSICAL SCIENCE: Students will know and understand the properties of matter.			<input type="checkbox"/> Class Work <input type="checkbox"/> Projects <input type="checkbox"/> Grades	<input type="checkbox"/> Service Learning <input type="checkbox"/> Portfolio <input type="checkbox"/> Assessments from other Districts/States
8. PHYSICAL SCIENCE: Students will know and understand the properties of fields, forces, and motion.			<input type="checkbox"/> Class Work <input type="checkbox"/> Projects <input type="checkbox"/> Grades	<input type="checkbox"/> Service Learning <input type="checkbox"/> Portfolio <input type="checkbox"/> Assessments from other Districts/States
9. PHYSICAL SCIENCE: Students will know and understand the concept of energy and the transformation of energy.			<input type="checkbox"/> Class Work <input type="checkbox"/> Projects <input type="checkbox"/> Grades	<input type="checkbox"/> Service Learning <input type="checkbox"/> Portfolio <input type="checkbox"/> Assessments from other Districts/States
10. LIFE SCIENCE: Students will know and understand the characteristics that are the basis for classifying organisms.			<input type="checkbox"/> Class Work <input type="checkbox"/> Projects <input type="checkbox"/> Grades	<input type="checkbox"/> Service Learning <input type="checkbox"/> Portfolio <input type="checkbox"/> Assessments from other Districts/States
11. LIFE SCIENCE: Students will know and understand the synergy among organisms and the environments of organisms.			<input type="checkbox"/> Class Work <input type="checkbox"/> Projects <input type="checkbox"/> Grades	<input type="checkbox"/> Service Learning <input type="checkbox"/> Portfolio <input type="checkbox"/> Assessments from other Districts/States
12. EARTH AND SPACE SCIENCE: Students will know and understand properties of Earth Science.			<input type="checkbox"/> Class Work <input type="checkbox"/> Projects <input type="checkbox"/> Grades	<input type="checkbox"/> Service Learning <input type="checkbox"/> Portfolio <input type="checkbox"/> Assessments from other Districts/States
13. EARTH AND SPACE SCIENCE: Students will know and understand basic concepts of cosmology.			<input type="checkbox"/> Class Work <input type="checkbox"/> Projects <input type="checkbox"/> Grades	<input type="checkbox"/> Service Learning <input type="checkbox"/> Portfolio <input type="checkbox"/> Assessments from other Districts/States

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SCIENCE CONTENT STANDARDS	Meets	Fails to Meet	DOCUMENTATION	
14. TECHNOLOGY AND THE HISTORY OF SCIENCE: Students will know and understand the differences between and the interactions of science and technology.			<input type="checkbox"/> Class Work <input type="checkbox"/> Projects <input type="checkbox"/> Grades	<input type="checkbox"/> Service Learning <input type="checkbox"/> Portfolio <input type="checkbox"/> Assessments from other Districts/States
15. TECHNOLOGY AND THE HISTORY OF SCIENCE: Students will know and understand the impact between science and technology in society.			<input type="checkbox"/> Class Work <input type="checkbox"/> Projects <input type="checkbox"/> Grades	<input type="checkbox"/> Service Learning <input type="checkbox"/> Portfolio <input type="checkbox"/> Assessments from other Districts/States
16. TECHNOLOGY AND THE HISTORY OF SCIENCE: Students will know and understand the relationship between natural hazards and environmental risks for organisms.			<input type="checkbox"/> Class Work <input type="checkbox"/> Projects <input type="checkbox"/> Grades	<input type="checkbox"/> Service Learning <input type="checkbox"/> Portfolio <input type="checkbox"/> Assessments from other Districts/States

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SOCIAL STUDIES CONTENT STANDARDS	Meets	Fails to Meet	DOCUMENTATION	
1. UNIFYING CONCEPTS AND PROCESSES: Students will use knowledge and cultural understanding to explain how the world's people cope with ever-changing conditions, examine issues from multiple perspectives, and respond to individual and cultural diversity.			<input type="checkbox"/> Class Work <input type="checkbox"/> Projects <input type="checkbox"/> Grades	<input type="checkbox"/> Service Learning <input type="checkbox"/> Portfolio <input type="checkbox"/> Assessments from other Districts/States
2. UNIFYING CONCEPTS AND PROCESSES: Students will use democratic understanding and civic values to work together with others, make informed judgments and decisions, and act in accordance with democratic processes and principles to protect individual rights, serve their interests and promote the common good in order to become effective United States citizens (and understand the role that governments have in demonstrating this understanding).			<input type="checkbox"/> Class Work <input type="checkbox"/> Projects <input type="checkbox"/> Grades	<input type="checkbox"/> Service Learning <input type="checkbox"/> Portfolio <input type="checkbox"/> Assessments from other Districts/States
3. UNIFYING CONCEPTS AND PROCESSES: Students will know, understand and apply the language, tools, and skills of social studies.			<input type="checkbox"/> Class Work <input type="checkbox"/> Projects <input type="checkbox"/> Grades	<input type="checkbox"/> Service Learning <input type="checkbox"/> Portfolio <input type="checkbox"/> Assessments from other Districts/States

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SOCIAL STUDIES CONTENT STANDARDS	Meets	Fails to Meet	DOCUMENTATION	
4. CONTINUITY AND CHANGE IN SOCIETY: Students will know and understand the ways in which human beings view themselves and others over time.			<input type="checkbox"/> Class Work <input type="checkbox"/> Projects <input type="checkbox"/> Grades	<input type="checkbox"/> Service Learning <input type="checkbox"/> Portfolio <input type="checkbox"/> Assessments from other Districts/States
5. CONTINUITY AND CHANGE IN SOCIETY: Students will know and understand relationships and patterns in history in order to understand the past and present and to prepare for the future.			<input type="checkbox"/> Class Work <input type="checkbox"/> Projects <input type="checkbox"/> Grades	<input type="checkbox"/> Service Learning <input type="checkbox"/> Portfolio <input type="checkbox"/> Assessments from other Districts/States
6. INDIVIDUALS, GROUPS, AND INSTITUTIONS: Students will know and understand how personal and group identities are shaped by culture, physical environment, individuals, groups, and institutions.			<input type="checkbox"/> Class Work <input type="checkbox"/> Projects <input type="checkbox"/> Grades	<input type="checkbox"/> Service Learning <input type="checkbox"/> Portfolio <input type="checkbox"/> Assessments from other Districts/States
7. CIVIC IDEALS AND PRACTICES, POWER AND AUTHORITY, AND GOVERNANCE: Students will know and understand the historical developments and the forms and purposes of governments in the world, with an emphasis on principles, ideals, and forms of governments of the United States.			<input type="checkbox"/> Class Work <input type="checkbox"/> Projects <input type="checkbox"/> Grades	<input type="checkbox"/> Service Learning <input type="checkbox"/> Portfolio <input type="checkbox"/> Assessments from other Districts/States

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SOCIAL STUDIES CONTENT STANDARDS	Meets	Fails to Meet	DOCUMENTATION	
8. CIVIC IDEALS AND PRACTICES, POWER AND AUTHORITY, AND GOVERNANCE: Students will know and understand the responsibilities, rights, and privileges of United States citizens.			<input type="checkbox"/> Class Work <input type="checkbox"/> Projects <input type="checkbox"/> Grades	<input type="checkbox"/> Service Learning <input type="checkbox"/> Portfolio <input type="checkbox"/> Assessments from other Districts/States
9. CIVIC IDEALS AND PRACTICES, POWER AND AUTHORITY, AND GOVERNANCE: Students will understand, develop, and employ the civic skills necessary for participatory citizenship.			<input type="checkbox"/> Class Work <input type="checkbox"/> Projects <input type="checkbox"/> Grades	<input type="checkbox"/> Service Learning <input type="checkbox"/> Portfolio <input type="checkbox"/> Assessments from other Districts/States
10. PRODUCTIVITY, DISTRIBUTION, AND CONSUMPTION: Students will know and understand the impact of economic systems and institutions on individuals, families, businesses, communities, and governments.			<input type="checkbox"/> Class Work <input type="checkbox"/> Projects <input type="checkbox"/> Grades	<input type="checkbox"/> Service Learning <input type="checkbox"/> Portfolio <input type="checkbox"/> Assessments from other Districts/States
11. PEOPLE, CULTURES, PLACES AND ENVIRONMENTS: Students will know and understand the diverse, dynamic, and ever-changing nature of culture.			<input type="checkbox"/> Class Work <input type="checkbox"/> Projects <input type="checkbox"/> Grades	<input type="checkbox"/> Service Learning <input type="checkbox"/> Portfolio <input type="checkbox"/> Assessments from other Districts/States
12. PEOPLE, CULTURES, PLACES AND ENVIRONMENTS: Students will know and understand physical environments and their relationships to ecosystems and human activities.			<input type="checkbox"/> Class Work <input type="checkbox"/> Projects <input type="checkbox"/> Grades	<input type="checkbox"/> Service Learning <input type="checkbox"/> Portfolio <input type="checkbox"/> Assessments from other Districts/States

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SOCIAL STUDIES CONTENT STANDARDS	Meets	Fails to Meet	DOCUMENTATION	
13. GLOBAL CONNECTIONS AND TECHNOLOGY: Students will know and understand the impact of science and technology on societies.			<input type="checkbox"/> Class Work <input type="checkbox"/> Projects <input type="checkbox"/> Grades	<input type="checkbox"/> Service Learning <input type="checkbox"/> Portfolio <input type="checkbox"/> Assessments from other Districts/States
14. GLOBAL CONNECTIONS AND TECHNOLOGY: Students will know and understand the role of global connections and interdependence between and among individuals, groups, societies, and nations			<input type="checkbox"/> Class Work <input type="checkbox"/> Projects <input type="checkbox"/> Grades	<input type="checkbox"/> Service Learning <input type="checkbox"/> Portfolio <input type="checkbox"/> Assessments from other Districts/States

Test Representative Directions for Alternative Assessment (Portfolio) for English Language Learners (ELL) Grades 10-12

These directions are for the test representative regarding using the Alternative Assessment (portfolio) for a non-English/non-Spanish speaking student in place of the New Mexico High School Competency Exam (NMHSCE).

The alternative assessment, also called the portfolio assessment, is meant to document if a non-English/non-Spanish speaking student successfully demonstrates the competencies that are on the *New Mexico High School Competency Exam* (NMHSCE). The student must “meet” all the competencies if the portfolio is to replace passing the NMHSCE. With approval of a waiver request to the APS Superintendent and Board of Education, as well as the New Mexico Secretary of Education in April, the portfolio will allow a senior to receive a high school diploma. **“Fails to Meet” on any of the competencies will not permit the student to receive a diploma.**

Guidelines for Using the Portfolio Assessment in place of the NMHSCE

1. Distribute the portfolio sheets to the appropriate teachers, e.g., the social studies sheets to the U. S. History, World History, Government, and/or Economics teachers; math to the algebra and/or geometry teachers, etc.)
 - 5 competencies in math
 - 6 competencies in language arts
 - 16 competencies in science
 - 14 competencies in social studies
2. Have the teachers assess the student in the competencies that they teach.
3. Keep the original copy at the school in a secure cabinet. The teacher will also keep a copy.
4. Submit the request for “NMHSCE Waiver” on the RDA testing website (rda.aps.edu) **by April 5** for any senior who is eligible to use the portfolio assessment to substitute for passing the NMHSCE.

Three suggestions:

1. The portfolio checklist does not have to be accomplished in one year since courses that measure some of the competencies are not offered until the student’s junior or senior year.
2. The portfolio assessment should be an ongoing document started in the 10th grade so that by the time a student is ready to graduate the portfolio will attest that he has met all of the competencies.
3. The student should attempt the NMHSCE in his junior or senior year.

Teacher Directions for Alternative Assessment (Portfolio) for English Language Learners (ELL) Grades 10-12

These directions are for the teacher who is administering the Alternative Assessment to a non-English/non-Spanish speaking student in place of the New Mexico High School Competency Exam (NMHSCE).

The alternative assessment, also called the portfolio assessment, should document if a non-English/non-Spanish second language student successfully demonstrates the competencies that are on the *New Mexico High School Competency Exam (NMHSCE)*. The student must “meet” all the competencies if the portfolio assessment is to replace passing the NMHSCE. With approval of a waiver request to the APS Superintendent and Board of Education, as well as the New Mexico Education Secretary in April, the portfolio will allow a senior to receive a high school diploma. **“Fails to Meet” on any of the competencies will not permit the student to receive a diploma.**

After the school’s test representative, ELL coordinator, or a teacher determines that the student is eligible to be assessed with the portfolio, teachers who teach the **non-English/non-Spanish speaking student** assess the student in the competencies in their subject area.

Teachers should:

1. Fill out the hard copy of the portfolio for student competencies in their subject area and return the original to the test representative.
2. If a competency is not assessed in their course, the box next to it should be left blank.
3. Keep a copy of the student’s portfolio in their files.

Until the student graduates, the teacher is responsible for keeping a copy of the pages of the portfolio he filled out and any documentation, e.g., class work, projects, grades, etc. that attests to the competencies on the portfolio.