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# Score Report Interpretation Guide

for Computer-Based and Paper-Based Tests

**Spring 2022**

**NM-MSSA** Grades 3–8

**NM-ASR** Grades 5, 8, and 11



**NEW MEXICO MEASURES  
OF STUDENT SUCCESS AND  
ACHIEVEMENT**



**NEW MEXICO ASSESSMENT  
OF SCIENCE READINESS**

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\*The PED should only be contacted by the district test coordinator (DTC). Test administrators should contact their school test coordinator or DTC with any questions or concerns.

**Note:** This manual is available online at [newmexico.onlinehelp.cognia.org/combined-manuals-summatives](http://newmexico.onlinehelp.cognia.org/combined-manuals-summatives).



### Content and Copyright Information

This manual was developed by Cognia™ under a contract with the New Mexico Public Education Department (PED) to develop, administer, score, and create reports for the New Mexico Measures of Student Success and Achievement. While the PED has reviewed this manual and posted it on its website, Cognia is responsible for the editorial and technical content.

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# Table of Contents

- 1.0 General Information for Families and Educators . . . . . 1**
  - 1.1 Background . . . . .1
  - 1.2 NM-MSSA and NM-ASR Assessments . . . . .1
  - 1.3 Confidentiality of Reporting Results . . . . .1
  - 1.4 Purpose of this Guide . . . . .1
- 2.0 Understanding the NM-MSSA and NM-ASR Individual Student Report (ISR) . 2**
  - 2.1 Types of Scores on the NM-MSSA and NM-ASR ISR . . . . .2
    - 2.1.1 Scale Score . . . . .2
    - 2.1.2 Performance Level . . . . .2
    - 2.1.3 Reporting Category Performance Indicators . . . . .2
  - 2.2 Description of Individual Student Reports . . . . .3
- 3.0 Understanding the NM-MSSA and NM-ASR School and District Reports . . . . 8**
  - 3.1 Purpose and Use of NM-MSSA and NM-ASR Results . . . . .8
  - 3.2 NM-MSSA and NM-ASR School and District Reports . . . . .8
  - 3.3 Types of Scores on the NM-MSSA and NM-ASR School and District Reports . .8
    - 3.3.1 Scale Score . . . . .8
    - 3.3.2 Performance Level . . . . .9
    - 3.3.3 Reporting Category Performance Indicators . . . . .9
  - 3.4 Description of The Student List and Summary Statistics . . . . . 10
- Appendix A: Scale Score Ranges . . . . . 13**
- Appendix B: Performance Level Descriptors . . . . . 14**

# 1.0 General Information for Families and Educators

## 1.1 Background

The New Mexico Measures of Student Success and Achievement (NM-MSSA) is the summative assessment in Language Arts, and Mathematics for students in grades 3–8 aligned to the New Mexico Common Core State Standards (NMCCSS) for math and language arts. The assessment measures a student’s grade level proficiency and progress toward college and/or career readiness.

The NM-MSSA Spanish Language Arts Assessment for students in grades 3–8 is aligned to the Common Core Español Standards for Language Arts. The assessment measures a student’s grade level proficiency and progress toward college and/or career readiness.

The New Mexico Assessment of Science Readiness (NM-ASR) is a summative assessment in Science for students in grades 5, 8, and 11 aligned to the New Mexico STEM Ready! Science Standards. The assessment measures whether students are on track to be ready for college and/or career.

## 1.2 NM-MSSA and NM-ASR Assessments

The NM-MSSA is designed to measure whether students are on track to be ready for college or career, as defined by the State, by showing they have mastered the NMCCSS. The NM-ASR is designed to measure whether students are on track to be ready for college or career, as defined by the State, by showing they have mastered the New Mexico STEM Ready! Science Standards.

The Spring 2022 NM-MSSA assessments were administered in either computer-based or paper-based format. The Reading assessment contained items that focused on understanding key ideas and details, analyzing elements of craft and structure, and integrating knowledge and ideas using informational and literary texts. The Writing and Language assessment contained items that focused on communicating clearly and effectively for a particular task and purpose, determining the meaning of grade-appropriate words, and applying conventions of standard English grammar, usage, and mechanics. The Mathematics assessment focused on understanding and applying skills and concepts, solving multi-step problems that require abstract reasoning, and modeling real-world problems with precision, perseverance, and strategic use of tools. The Science assessment focused on the integration of Science and Engineering Practices, Disciplinary Core Ideas, and Crosscutting Concepts to explain phenomena and solve problems. In each content area, students demonstrated their acquired skills and knowledge by answering selected-response items, multi-select selected response items, and extended response items.

## 1.3 Confidentiality of Reporting Results

Individual student performance results on NM-MSSA and NM-ASR assessments are confidential and may be released only in accordance with the Family Educational Rights and Privacy Act of 1974 (20 U.S.C. Section 1232g). Aggregated student performance data are made available to the public and do not contain the names of individual students or teachers.

## 1.4 Purpose of this Guide

This guide provides information on the individual student reports, school reports, and district reports provided for NM-MSSA and NM-ASR assessment results. [Section 2.0](#), which outlines and explains elements of the individual student report, may be shared with families. This section will help families understand their child’s test results. [“3.0 Understanding the NM-MSSA and NM-ASR School and District Reports” on page 8](#) outlines and explains elements of the school and district reports. New Mexico state policies and calculations for accountability reporting may differ from the policies and calculations used for assessment reports.

Sample reports included in this guide are for illustration purposes only. They are provided to show the basic layout of the reports and the information they provide. Sample reports do not include actual data from any administration.

## 2.0 Understanding the NM-MSSA and NM-ASR Individual Student Report (ISR)

### 2.1 Types of Scores on the NM-MSSA and NM-ASR ISR

Student performance on NM-MSSA and NM-ASR assessments is described on the individual student report using the interim scale scores, performance levels, standard error, and subclaim performance indicators.

#### 2.1.1 Scale Score

A scale score is a numerical value that summarizes student performance. Not all students respond to the same set of test items, so each student's scaled score accounts for the slight differences in difficulty among the various forms and administrations of the test. The resulting scale score allows for an appropriate comparison across test forms and administration years within a grade or course and content area. NM-MSSA and NM-ASR reports provide overall scale scores for Language Arts, Mathematics, and Science, each of which determines a student's performance level in the respective content area. Scale score ranges differ by grade for all tests.

For example, a student who earns an overall scale score of 800 on one form of the grade 8 Mathematics assessment would be expected to earn an overall scale score of 800 on any other form of the grade 8 Mathematics assessment. Furthermore, the student's overall scale score and level of mastery of concepts and skills would be comparable to a student who took the same assessment the previous year or following year.

#### 2.1.2 Performance Level

Each performance level is a broad, categorical level defined by a student's overall scale score and is used to report overall student performance by describing how well students met the expectations for their grade level/course. Each performance level is defined by a range of overall scale scores for each subject. There are four performance levels for NM-MSSA assessments:

- Level 4: Advanced
- Level 3: Proficient
- Level 2: Nearing Proficiency
- Level 1: Novice

Students who are Proficient or Advanced display mastery of grade-level expectations. They display satisfactory or thorough understanding and use of college- and career-readiness standards.

Performance Level Descriptors (PLDs) describe the knowledge, skills, and practices that students should know and be able to demonstrate at each performance level in each content area (Language Arts, Mathematics, and Science), and at each grade level/course.

Web links to the PLDs are listed in ["Appendix B: Performance Level Descriptors"](#) on page 14.

#### 2.1.3 Reporting Category Performance Indicators

Reporting category performance for NM-MSSA and NM-ASR assessments is reported to indicate whether the student performed above standard, at/near standard, and below standard in a given reporting category.

## 2.2 Description of Individual Student Reports

The following pages show examples of student reports. The text below describes what the information represents.

### General Information

#### A *Identification Information*

The ISR lists the student's name, state student ID, date of birth, language in which the student tested, the grade level of the test, the grade level of the student when assessed, the district name, and the school name.

#### B *Family Letter*

This letter, written by Secretary of Education Dr. Ryan Stewart, explains how this report was created and the special considerations of this school year. There is information here to guide families to more assessment literacy resources.

### Overall Assessment Scores for Each Content Area

#### C *Overall Scale Score and Performance Level*

This section of the report provides the student's overall scale score and performance level for each assessment taken (refer to [Section 2.1](#)). Students receive an overall scale score and, based on that score, are placed in one of four performance levels, with Level 3 indicating the student is on target and Level 1 indicating the student needs support.

### Performance by Reporting Category

#### D *Reporting Category*

Within NM-MSSA and NM-ASR, there are specific skill sets (reporting categories) students demonstrate on the assessments. Each reporting category includes the header identifying the reporting category, a raw score indicating the number of points earned out of the total points possible, and an explanation of whether the student has met the expectations of the reporting category.

#### E *Reporting Category Performance Indicators*

A student's reporting category performance indicator represents how well the student performed in that category.

Reporting category performance indicators are:

- Above Standard
- At/Near Standard
- Below Standard

#### F *Ways to Support*

For each reporting category additional resources are provided for supporting families in the development of these skills at home.

### Comparison to the School, District, and State

#### G *Achievement Levels*

This lists the four performance levels and provides a brief description of each.

#### H *Scale Score Range*

Indicates the highest and lowest scale score for each performance level

#### I *Peer Comparison*

This section of the report shows a side-by-side comparison of a student's overall scale score with the average scale score of their peers in their school, in their district, and in the state.

# New Mexico Measures of Student Success and Achievement and Assessment of Science Readiness

## Spring 2022 Student Report

**Student Name:** LASTNAME123, FIRST123 M.  
**SSID:** D00000123  
**Date of Birth:** 07/29/2009  
**Tested Grade:** 05  
**Student Grade:** 05  
**District:** Demonstration District A  
**School:** Demonstration School 2

Dear Parents and Guardians,

Thank you for your continued support and partnership with the Public Education Department to ensure that all New Mexico students are healthy, secure in their identity, and holistically prepared for college, career, and life. I am especially grateful for your time and sacrifice on behalf of your student during the immense challenges of the last two years.

This Individual Score Report describes how your student performed on spring 2022 state assessments. These assessments are summative in nature. They were not designed to inform your student's teachers about short-term teaching strategies or potential interventions but to give them, and you, a snapshot of where your student finished the 2021-2022 school year relative to state-adopted content standards and instruction.

In particular, this year's assessments are important as a starting point, post-pandemic, for determining new baseline end-of-grade math and reading levels.

If you have specific questions about your student's performance on the assessment, I encourage you to reach out directly to your local school administration. The Family Report Interpretation Guide is available at <https://newmexico.onlinehelp.cognia.org/>. In addition, should you have specific questions about the assessment, please visit the PED assessment bureau's Parent Resource page at <https://webnew.ped.state.nm.us/bureaus/assessment/parent-and-student-resources/>.

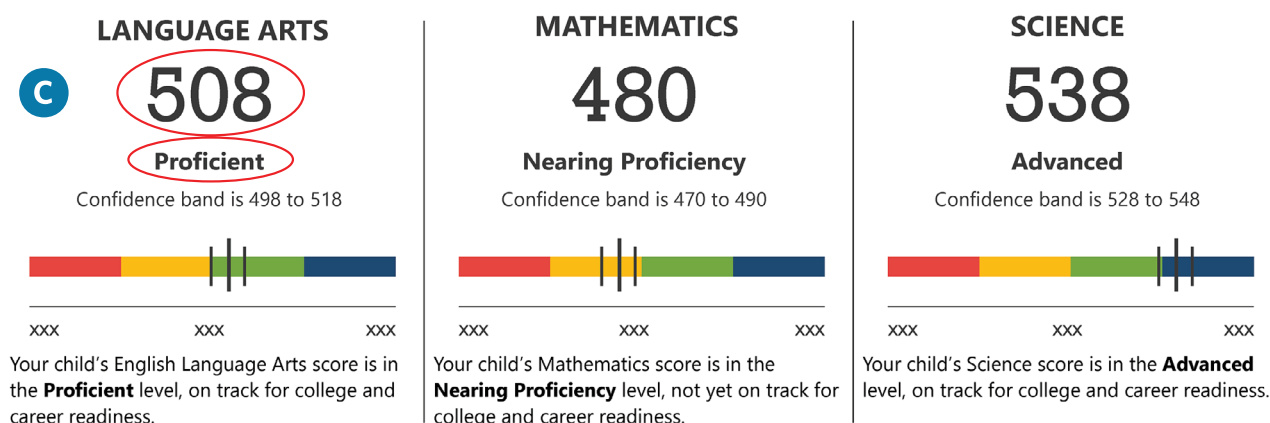
The PED appreciates the opportunity to be a part of your student's educational success.

*Kurt A. Steinhaus*

Kurt Steinhaus, Ed.D.  
 Secretary of Education, New Mexico Public Education Department



How did your student do on the New Mexico MSSA and ASR assessment? You can look at your student's scale scores, Achievement Level labels, and Achievement Level Descriptors to determine how well your student has done and whether additional support may be necessary. Your student's teacher can help you with interpreting this report and deciding on next steps for your student.



**Confidence bands:** Your student's test score indicates performance on the day of the test. The confidence bands indicate the range of possible test scores your student would be expected to achieve on a different day.

■ Novice
 ■ Nearing Proficiency
 ■ Proficient
 ■ Advanced

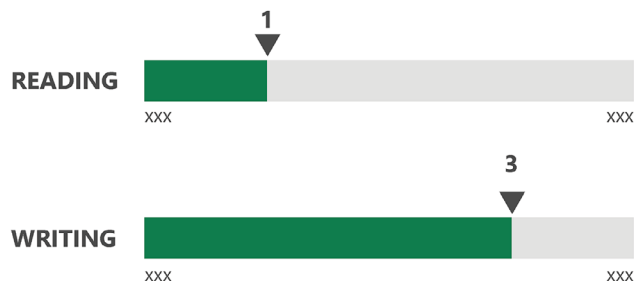


## LANGUAGE ARTS

## First123's Language Arts Performance by Reporting Category

	Points Earned / Points Possible	Subdomain Indicator	Ways to Support First123 <b>F</b>
Text type - Literary Text	<b>D</b> 13 / 16	<b>E</b> Above Standard	<ul style="list-style-type: none"> <li>Read stories with your student, allowing them to take the lead and read out loud as you listen and follow along.</li> <li>After your student reads a story, ask them to summarize what happened in the story.</li> </ul>
Text type - Informational Text	9 / 12	At/Near Standard	<ul style="list-style-type: none"> <li>Help your student choose materials on topics they are interested in, such as their favorite animals or famous people. Take turns reading with them.</li> <li>Have your student (or yourself) point out interesting words while you are reading together.</li> </ul>
Reading Strategy - Comprehension	3 / 6	Above Standard	<ul style="list-style-type: none"> <li>Read stories with your student, allowing them to take the lead and read out loud as you listen and follow along.</li> <li>After your student reads a story, ask them to summarize what happened in the story.</li> </ul>
Reading Strategy - Analysis and Interpretation	1 / 4	Below Standard	<ul style="list-style-type: none"> <li>Take turns reading with your student. Encourage and reassure them as they read.</li> <li>After your student reads a story, ask them basic questions about the story. Ask them to try to use examples from the story to support their answers.</li> </ul>

Key: x / y = x points earned out of y possible points



The Writing & Language scale score is based on student responses to the Writing & Language items. These items assess mastery of skills that require students to:

- analyze the use of introductions and conclusions,
- develop writing topics,
- use precise and effective language (grades 4-8),
- use transition words within pieces of writing,
- use correct conventions of standard English,
- use knowledge of language, and
- acquire and use vocabulary.

**G**

## COMPARISON to the SCHOOL, DISTRICT, and STATE

## ACHIEVEMENT LEVELS

**Advanced** – Students show **thorough** understanding of how to interpret and analyze texts, use language and its conventions, and write for a task and purpose.

**Proficient** – Students show **satisfactory** understanding of how to interpret and analyze texts, use language and its conventions, and write for a task and purpose.

**Nearing Proficiency** – Students show **partial** understanding of how to interpret and analyze texts, use language and its conventions, and write for a task and purpose.

**Novice** – Students show **emerging** understanding of how to interpret and analyze texts, use language and its conventions, and write for a task and purpose.

**H**

## SCALE SCORE RANGE

Advanced	xxx – xxx	4
Proficient	xxx – xxx	3
Nearing Proficiency	xxx – xxx	2
Novice	xxx – xxx	1

STUDENT SCORE SCHOOL AVG. DISTRICT AVG. STATE AVG.

**I**





## SCIENCE

## First123's Science Performance by Reporting Category

	Points Earned / Points Possible	Subdomain Indicator	Ways to Support First123
<b>Practices and Crosscutting Concepts in Physical Sciences</b>	12 / 15	Above Standard	<ul style="list-style-type: none"> <li>Ask your child to cook with you and discuss how they sometimes form a new substance when you mix two or more substances together. Develop a plan to investigate whether the mass of substances changes.</li> <li>Ask your child to cook with you and discuss how they sometimes form a new substance when you mix two or more substances together. Develop a plan to investigate whether the mass of substances changes.</li> </ul>
<b>Practices and Crosscutting Concepts in Life Sciences</b>	8 / 12	At/Near Standard	<ul style="list-style-type: none"> <li>Explore and explain how humans process information from our senses through the brain to keep us alive.</li> <li>Explore and model how the different parts of plants (like seeds, leaves, roots, and fruit) and animals (like bones, legs, ears, and eyes) help them grow and survive.</li> </ul>
<b>Practices and Crosscutting Concepts in Earth and Space Sciences</b>	15 / 18	Above Standard	<ul style="list-style-type: none"> <li>Understand the relationships between the Sun, Earth, Moon, and stars. For example, model how the Earth orbits the Sun and the Moon orbits the Earth and the effect of gravity on the orbits.</li> <li>Work with your child to develop an model of a local ecosystem, showing how plants and animals get substances from energy and matter transfer. Discuss how the construction of a new building might affect the ecosystem.</li> </ul>

Key: x / y = x points earned out of y possible points

## COMPARISON to the SCHOOL, DISTRICT, and STATE

## ACHIEVEMENT LEVELS

## SCALE SCORE RANGE

<b>Advanced</b> – Students show <b>thorough</b> understanding of all 3 dimensions in making sense of phenomena and designing solutions in all 3 science domains.	xxx – xxx				4
<b>Proficient</b> – Students show <b>satisfactory</b> understanding of all 3 dimensions in making sense of phenomena and designing solutions in all 3 science domains.	xxx – xxx			3	
<b>Nearing Proficiency</b> – Students show <b>partial</b> understanding of all 3 dimensions in making sense of phenomena and designing solutions in all 3 science domains.	xxx – xxx	2			
<b>Novice</b> – Students show <b>emerging</b> understanding of all 3 dimensions in making sense of phenomena and designing solutions to problems in all 3 science domains.	xxx – xxx		1		
		STUDENT SCORE	SCHOOL AVG.	DISTRICT AVG.	STATE AVG.

## 3.0 Understanding the NM-MSSA and NM-ASR School and District Reports

### 3.1 Purpose and Use of NM-MSSA and NM-ASR Results

The NM-MSSA is New Mexico's statewide summative assessment for Language Arts and Mathematics, administered at the end of grades 3–8. The NM-ASR is New Mexico's statewide summative assessment for science, administered at the end of grades 5, 8, and 11. As the NM-MSSA and NM-ASR are singular measures at the end of a grade band, interpretations and uses of NM-MSSA and NM-ASR scores should be supplemented with additional measures, including information from classroom summative and formative assessments in Language Arts, Mathematics, and Science, as well as interim assessments.

### 3.2 NM-MSSA and NM-ASR School and District Reports

Districts and schools will have access to digital ISRs and a dynamic, customizable grade-level Student List in the Data Interaction reporting platform. The Student List can be customized by adding or removing data fields and by sorting and filtering selected data fields.

Data tools can be used to summarize scores and review score distributions for the whole group or disaggregate scores by subgroups. Bivariate analyses, both cross-tab and scatterplot, can be used to explore the relationship between scores.

ISRs and the Student List can be downloaded in a variety of formats for printing, presentations, or uploading into other analysis tools. Performance on NM-MSSA and NM-ASR assessments is described on the school and district reports using scale scores, performance levels, and reporting category performance levels.

### 3.3 Types of Scores on the NM-MSSA and NM-ASR School and District Reports

Performance on NM-MSSA and NM-ASR assessments is described on the school and district reports using scale scores, performance levels, and reporting category performance indicators. Information about state, district, and school average results is included in relevant sections of the report to help schools and districts understand how student and school performance compares to other students and schools. In some instances, a dash (–) will appear in place of average results for a school and/or district. This indicates that there are too few students to maintain student privacy and, therefore, results are not reported.

#### 3.3.1 Scale Score

A scale score is a numerical value that summarizes student performance. Not all students respond to the same set of test items, so each student's scale score takes into account the slight differences in difficulty among the various forms of the test. The scale score allows for an appropriate comparison across test forms and administration years within a grade or course and content area. This year, NM-MSSA and NM-ASR reports provide overall scale scores for Language Arts, Mathematics, and Science, each of which determines a student's performance level in the respective content area. You can reference the NM-MSSA and NM-ASR scale score ranges in a table that appears on [page 13](#).

For example, a student who earns an overall scale score of 800 on one form of the grade 8 Mathematics assessment would be expected to earn an overall scale score of 800 on any other form of the grade 8 Mathematics assessment. Furthermore, the student's overall scale score and level of mastery of concepts and skills would be comparable to a student who took the same assessment the previous year or following year.

### 3.3.2 Performance Level

Each performance level is a broad, categorical level defined by a student's overall scale score and is used to report overall student performance by describing how well students met the expectations for their grade level/course in the given content area. Each performance level is defined by a range of overall scale scores for the assessment. This year, there are four performance levels for NM-MSSA assessments:

- Level 4: Advanced
- Level 3: Proficient
- Level 2: Nearing Proficiency
- Level 1: Novice

Performance Level Descriptors (PLDs) describe the knowledge, skills, and practices that students should know and be able to demonstrate at each performance level in each content area (Language Arts, Mathematics, and Science), and at each grade level/course.

Web links to the PLDs are listed in ["Appendix B: Performance Level Descriptors"](#) on page 14.

### 3.3.3 Reporting Category Performance Indicators

Reporting category performance for NM-MSSA and NM-ASR assessments is reported to indicate whether the student performed above standard, at/near standard, and below standard in a given reporting category.

## 3.4 Description of The Student List and Summary Statistics

The following pages show examples of student reports. The text below describes what the information represents.

### General Information

#### A **Assessment Information**

The Student List displays the assessment, state, year, and the grade level.

#### B **Identification Information**

The first column of the Student List displays the students in the school by last name. The students' first names and State Student IDs are shown in the next two columns.

### Overall Assessment Scores

#### C **Scale Score**

This column provides the student's overall scale score. Students receive a numerical score and, based on that score, are placed in one of three performance levels.

#### D **Performance Levels**

This column provides the student's performance levels, with Level 3 indicating the student is on target, Level 2 indicating the student is near target, and Level 1 indicating the student needs support.

### Report Functionality

#### E **Options**

The options menu provides the capability to customize the Student List report. Student demographic fields and score data can be added or removed from the report. Additional scores can also be added or removed. This includes subject level scale scores and subclaim performance levels.

#### F **Save**

Each report and the current selections can be saved in Data Interaction, allowing the user to conveniently retrieve the report at a later date. Saved reports can be retrieved by clicking on the Save icon.

#### G **Download**

Tabular reports can be downloaded as an excel, CSV or PDF file by clicking on the Download icon. Charts can be downloaded as PDFs.

#### H **Print**

Each report can be printed.

#### I **Help**

A detailed user guide is available by selecting the Help icon.

#### J **Student ISR**

The ISR for each student in the Student List Report can be viewed by clicking on the Student icon.

### Performance by Reporting Category

#### K **Reporting Category**

Within NM-MSSA and NM-ASR, there are specific skill sets (reporting categories) students demonstrate on the assessments. Each reporting category includes the header identifying the reporting category; state, district, and school averages; and an indicator of the student's performance.

### Summary Statistics

Click on Scale Score > Summarize on the Student List page to view summary statistics for the selected organization.

#### L **Population**

This count includes both valid and invalid students.

#### M **Valid N**

This count includes only valid student records.

#### N **Summary Statistics**

These statistics include mean, standard deviation and the minimum and maximum of the selected score.

#### O **Recent Reports**

Recently generated reports can be viewed, within the session.

## Sample Student List (Language Arts, Mathematics, and Science and Summary Statistics)

**NEW MEXICO** Online Reporting by Data Interaction™

Student List: MSSA/ASR, New Mexico State, 2021-2022, Grade 08

emetric

Options Save Download Print Roster Student

Last Name	First Name	State Student ID	Language Arts		Mathematics		Science	
			Scale Score	Achievement Level	Scale Score	Achievement Level	Scale Score	Achievement Level
L Name	F Name	123456789	855	Nearing Proficiency	855	Nearing Proficiency	848	Nearing Proficiency
L Name	F Name	123456789	889	Advanced	874	Advanced	865	Proficient
L Name	F Name	123456789	853	Nearing Proficiency	853	Nearing Proficiency	847	Nearing Proficiency
L Name	F Name	123456789	889	Advanced	878	Advanced	865	Proficient
L Name	F Name	123456789	866	Proficient	855	Nearing Proficiency	856	Nearing Proficiency
L Name	F Name	123456789	846	Nearing Proficiency	859	Nearing Proficiency	848	Nearing Proficiency
L Name	F Name	123456789	859	Nearing Proficiency	853	Nearing Proficiency	845	Nearing Proficiency
L Name	F Name	123456789	889	Advanced	876	Advanced	870	Proficient
L Name	F Name	123456789	826	Novice	837	Novice	842	Novice
L Name	F Name	123456789	863	Proficient	843	Novice	848	Nearing Proficiency
L Name	F Name	123456789	872	Proficient	853	Nearing Proficiency	853	Nearing Proficiency

Page 1 of 1230  
Displaying 1-20 of 24582

Jump to: 1 Go

**NEW MEXICO** Online Reporting by Data Interaction™

Student List: MSSA/ASR, New Mexico State, 2021-2022, Grade 08

emetric

Options Save Download Print Roster Student

Last Name	First Name	State Student ID	Language Arts					
			Scale Score	Achievement Level	Text type - Literary Text	Text type - Informational Text	Reading Strategy - Comprehension	Reading Strategy - Analysis and Interpretation
L Name	F Name	123456789	855	Nearing Proficiency	Above	Below	At/Near	At/Near
L Name	F Name	123456789	889	Advanced	Above	Above	Above	Above
L Name	F Name	123456789	853	Nearing Proficiency	At/Near	At/Near	At/Near	At/Near

Select *Options*-> Additional Scores can be added or removed. This includes subject level scale scores and reporting category achievement levels.

## Sample Student List (Language Arts, Mathematics, and Science Summary Statistics) continued

**NEW MEXICO** Online Reporting by Data Interaction™

Student List: MSSA/ASR, New Mexico State, 2021-2022, Grade 08

Options Save Download Print Roster Student

Last Name	First Name	State Student ID	Language Arts		Mathematics		Science	
			Scale Score	Achievement Level	Scale Score	Achievement Level	Scale Score	Achievement Level
L Name	F Name	123456789	855	Nearing Proficiency	855	Nearing Proficiency	848	Nearing Proficiency
L Name	F Name	123456789	889	Advanced	874	Advanced	865	Proficient
L Name	F Name	123456789	853	Nearing Proficiency	853	Nearing Proficiency	847	Nearing Proficiency
L Name	F Name	123456789	889	Advanced	878	Advanced	865	Proficient
L Name	F Name	123456789	866	Proficient	855	Nearing Proficiency	856	Nearing Proficiency
L Name	F Name	123456789	846	Nearing Proficiency	859	Nearing Proficiency	848	Nearing Proficiency
L Name	F Name	123456789	859	Nearing Proficiency	853	Nearing Proficiency	845	Nearing Proficiency
L Name	F Name	123456789	889	Advanced	876	Advanced	870	Proficient
L Name	F Name	123456789	826	Novice	837	Novice	842	Novice
L Name	F Name	123456789	863	Proficient	843	Novice	848	Nearing Proficiency
L Name	F Name	123456789	872	Proficient	853	Nearing Proficiency	853	Nearing Proficiency

Page 1 of 1230  
Displaying 1-20 of 24582

Jump to: 1 Go

**NEW MEXICO** Online Reporting by Data Interaction™

Summary Statistics: MSSA/ASR, New Mexico State, 2021-2022, Grade 08

Options Save Download Print Summarize Distribute Cross-Tab Plot

Language Arts Scale Score

Language Arts Test Language	L	M	N			
	Population	Valid N	Mean	S.D.	Minimum	Maximum
English	24687	23844	861.5	17.0	802	890
Spanish	261	254	855.1	6.4	836	873

Click on *Scale Score*->*Summarize* on the Student List page to view summary statistics such as mean, standard deviation, and the minimum and maximum score, for the selected organization.



## Appendix A: Scale Score Ranges

Subject	Grade	Scale Score Range			
		Novice	Nearing Proficiency	Proficient	Advanced
Language Arts	3	300–335	336–359	360–369	370–390
	4	400–439	440–459	460–472	473–490
	5	500–542	543–559	560–572	573–590
	6	600–631	632–659	660–672	673–690
	7	700–730	731–759	760–774	775–790
	8	800–839	840–859	860–870	871–890
Mathematics	3	300–340	341–359	360–376	377–390
	4	400–443	444–459	460–479	480–490
	5	500–547	548–559	560–572	573–590
	6	600–645	646–659	660–678	679–690
	7	700–747	748–759	760–769	770–790
	8	800–840	841–859	860–877	878–890
Science	5	500–543	544–559	560–574	575–590
	8	800–843	845–859	860–881	882–890
	11	1100–1153	1154–1159	1160–1181	1182–1190

## Appendix B: Performance Level Descriptors

### Grades 3–8 Language Arts and Mathematics

PLDs for grades 3-8 Language Arts and Mathematics are available at [webnew.ped.state.nm.us/bureaus/assessment/state-assessments/#assessment-nmmssa](http://webnew.ped.state.nm.us/bureaus/assessment/state-assessments/#assessment-nmmssa)

### Grades 5, 8, 11 Science

PLDs for grades 5, 8, 11 Science are available at [webnew.ped.state.nm.us/bureaus/assessment/state-assessments/#assessment-nmasr](http://webnew.ped.state.nm.us/bureaus/assessment/state-assessments/#assessment-nmasr)