

New Mexico 21-22 MSSA and ASR Assessment

Slip Sheet

District Name: Demonstration District A
School Name: Demonstration School 1
School Code: DEA DE1
Grade/Content: 05/All
Report Type: Student Report



21R4012



SCIENCE

First123's Science Performance by Reporting Category

	Points Earned / Points Possible	Subdomain Indicator	Ways to Support First123
Practices and Crosscutting Concepts in Physical Sciences	12 / 15	Above Standard	<ul style="list-style-type: none"> 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. 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.
Practices and Crosscutting Concepts in Life Sciences	8 / 12	At/Near Standard	<ul style="list-style-type: none"> Explore and explain how humans process information from our senses through the brain to keep us alive. 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.
Practices and Crosscutting Concepts in Earth and Space Sciences	15 / 18	Above Standard	<ul style="list-style-type: none"> 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. 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.

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

COMPARISON to the SCHOOL, DISTRICT, and STATE

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

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

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

Spring 2022 Student Report

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



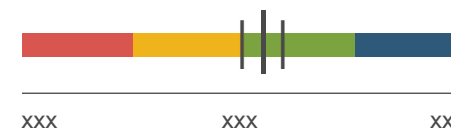
How did your student do on the New Mexico MSSA and ASR assessment? You can look at your student's scale scores, Achievement Level labels, and Achievement Level Descriptors to determine how well your student has done and whether additional support may be necessary. Your student's teacher can help you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

LANGUAGE ARTS

508

Proficient

Confidence band is 498 to 518



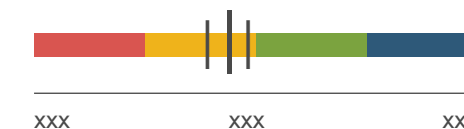
Your child's English Language Arts score is in the **Proficient** level, on track for college and career readiness.

MATHEMATICS

480

Nearing Proficiency

Confidence band is 470 to 490



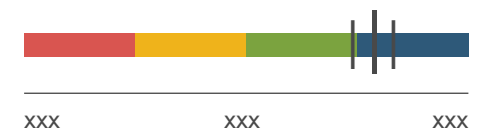
Your child's Mathematics score is in the **Nearing Proficiency** level, not yet on track for college and career readiness.

SCIENCE

538

Advanced

Confidence band is 528 to 548



Your child's Science score is in the **Advanced** level, on track for college and career readiness.

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.

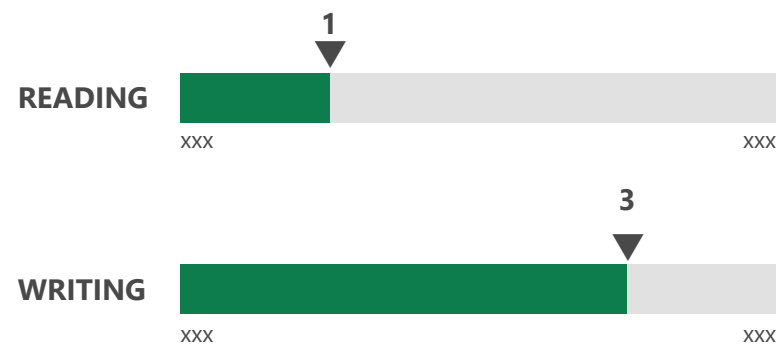
■ Novice
 ■ Nearing Proficiency
 ■ Proficient
 ■ Advanced

LANGUAGE ARTS

First123's Language Arts Performance by Reporting Category

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

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:

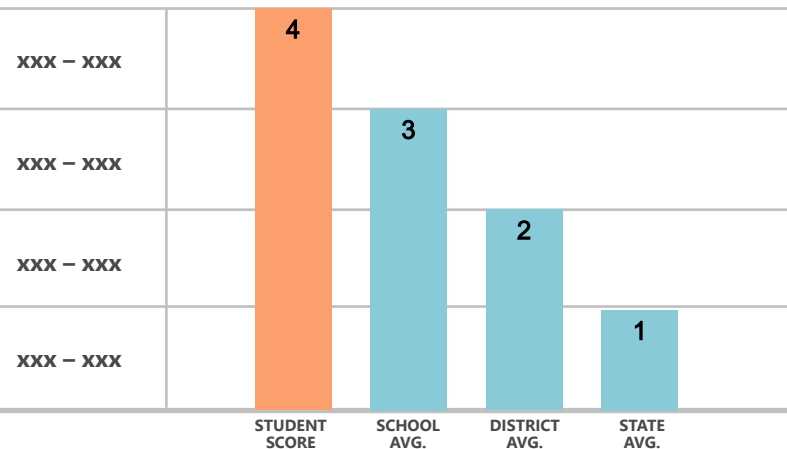
- analyze the use of introductions and conclusions,
- develop writing topics,
- use precise and effective language (grades 4-8),
- use transition words within pieces of writing,
- use correct conventions of standard English,
- use knowledge of language, and
- acquire and use vocabulary.

COMPARISON to the SCHOOL, DISTRICT, and STATE

ACHIEVEMENT LEVELS

SCALE SCORE RANGE

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.

MATHEMATICS

First123's Mathematics Performance by Reporting Category

	Points Earned / Points Possible	Subdomain Indicator	Ways to Support First123
Operations & Algebraic Thinking	15 / 23	Below Standard	<ul style="list-style-type: none"> Solve multi-step word problems using addition and subtraction or multiplication and division with decimals. Understand that multiplication and division can be used to compare quantities. For example, explain that a rubber band can stretch to three times its usual length.
Number & Operations in Base Ten/Number & Operations - Fractions	3 / 9	Below Standard	<ul style="list-style-type: none"> Have your child visually model fractions, for example, drawing 1/2. Have them explain what 1/2 of certain shapes would look like. Ask your child to multiply a number ending in zero by 10, 100 or 1000 and have them explain the place value of certain digits.
Measurement & Data/Geometry	9 / 12	At/Near Standard	<ul style="list-style-type: none"> Pour liquids into two different sized cups. Ask your child if they have the same or different volume. Have them explain their reasoning. Solve problems using the coordinate grid (graphs). For example, discuss a graph showing how temperature changes over the course of a year.
Problem Solving/Reasoning & Argument	5 / 6	At/Near Standard	<ul style="list-style-type: none"> Describe, analyze, compare, and classify shapes using types of lines and angles. For example, compare the types of angles in two triangles. Describe, analyze, compare, and classify shapes using types of lines and angles. For example, compare the types of angles in two triangles.
Modeling/Structure & Repeated Reasoning	3 / 8	Below Standard	<ul style="list-style-type: none"> Encourage your child to experiment with representing problem situations in multiple ways, including writing numbers, creating math drawings, using objects, writing equations, and making a chart, list or graph. Use rules (like add 3) to make patterns of numbers (like 2, 5, 8, 11...).

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

COMPARISON to the SCHOOL, DISTRICT, and STATE

ACHIEVEMENT LEVELS

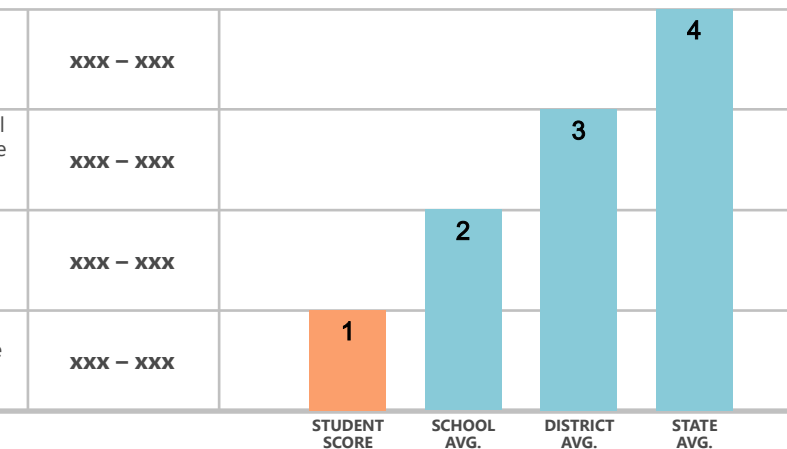
SCALE SCORE RANGE

Advanced – Students show **thorough** understanding of mathematical concepts and strong procedural skill, fluency, and application to solve problems.

Proficient – Students show **satisfactory** understanding of mathematical concepts and adequate procedural skill, fluency, and application to solve problems.

Nearing Proficiency – Students show **partial** understanding of mathematical concepts and some procedural skill, fluency, and application to solve problems.

Novice – Students show **emerging** understanding of mathematical concepts and beginner procedural skill, fluency, and application to solve problems.



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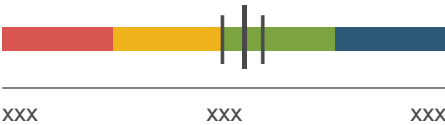
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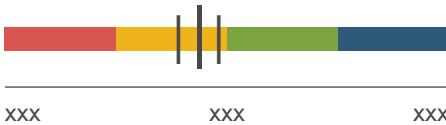
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Novice **Nearing Proficiency** **Proficient** **Advanced**