

Hooghan Haz'ąqgi Saad bee Ata' Hóóne' Bik'ehgo Naaltsoos Néł'ínígíí

Áłchíní Baa Hane' Ha'anídq'go 2025 Daangóó NM-MSSA Mathematics dóó Language Arts Ółta'í Bee Naaltsoos Haadídilyaaígíí.



Saad bee Ata' Hóóne' Bik'ehgo Naaltsoos Néł'ínígíí éí Ółta'í Naaltsoos Bee Hadít' éhígíí biyi' at'ąq dah naazhjaa'ígíí bee hada'dít' éhígíí bee bik'i' diitíhgo choyoot'íí. Ółta'í Naaltsoos Bee Hadít' éhígíí biyi' naaltsoos 1 góne' sítsoozígíí díí yaa halne'.

Bee Í'neel'ąqhi Bee Baa Hane'í

Bee í'neel'ąqhi bee baa hane'í éí naaltsoos bee ha'dít' éhígíí bikáa'gi hadée' yihahígíí bee ída'néel'ąqđgo bee éédahozínígíí bikáa'.

Yootó Bít Hahoodzoh Assessment Bureaudéé' Naaltsoos ályaaígíí

New Mexico Bít Haz'ąq Dootíí Bít Na'niłłigo Be'eldíí' Dootíí Ółta'í Bít Naaltsoos Haadídilyaaígíí Bee Bééhwiit'íí' át'íníigo bee hane' haashą.

Í'neel'ąqđ Bee Da'asdzoóígíí

Í'neel'ąqđ bee da'asdzoóígíí éí ółta'í anéelt'e' yółta'ígíí dóó yaa'ółta'ígíí bik'ehgo bi'ohoo'aah biyi' bít hootzhishígíí díí bee ak'i' diitíh dóó bít bééhozinígíí bikáa', Yootó Bít Hahoodzoh Academic Standards biyi' daazdohígíí bee bi'neel'ąq bik'eh. Ółta'í éí í'neel'ąqđ nómboo bee da'asdzoóígíí díí dji'go atkéé' dahoni'ąqđgo óhoo'aah bee biyi' oodátígíí bá daaszoh:

Yéego Óhoo'aah Yii' Náás Yígáát, Yóhoo't' aahígíí Bít Bééhozin, K' adéé Bóhwiidoo' átígíí Yaa Yíghááh, doodago T'ahdíí Yíhoo't'aah. Bilagána bizaad Language Arts dóó Mathematics bá éí díí Lexile doodago Quantile wolyéhígíí bá daazdohígíí dabikáa'. Lexile dóó Quantile biniiyé nááná ta' binahjí' bee éédahozínígíí biniiyé díí QR code choinít'íh doodago kohjí' lexile.com/parents-students/ doodago quantiles.com/parents-students/ baa nanitáa dooleet.

Baa'ákohwiinidzin: Naaltsoos Saad bee Hadadilyaago Wółta'go bee Ak'i' diitíh, Saad bee yati' dóó naadzoh (Language Arts wolyéego) dóó Anéelt'e' Naadzooígíí (Mathematics) éí ółta'í 3 dóó nilé 8 dayółta'ígíí t'éiyá bee bída'neel'ąqh.

Bee Baa Dahane'í Bee Éédahozínígíí

Bee Baa Dahane'í Bee Éédahozínígíí éí díí ółta'í bizhi', SSID binómboo, dóó hádq' bi' dízchínígíí. Dikwíí yółta'ígíí bee í'neel'ąqhi haayit' éhígíí bee hadilyaago bee é'élyaaígíí atdó' bikáa'. Díí dah shijaa'ígíí bee nineel'ánígíí éí ółta'í bi'ólta' bít hahoodzoóígíí dóó bi'ólta' bee baa hane'í biyi'.

New Mexico Measures of Student Success and Achievement (NM-MSSA)

Spring 2025 Student Report

Student Name: LASTNAME456, FIRST456
SSID: D00456
Date of Birth: 06/13/2013
Tested Grade: 05
Student Grade:
District: Demonstration District A
School: Demonstration School 3

Dear Parents and Guardians,

Thank you for your continued partnership with the New Mexico Public Education Department (PED) to ensure all students are healthy, secure in their identity, and holistically prepared for college, career, and life.

This Individual Score Report describes your student's performance on spring 2025 state assessments in the areas of Language Arts and Mathematics. The report is designed to give teachers and families a snapshot of where your student finished the 2024-25 school year relative to grade-level content standards and instruction. The PED reminds families that these results reflect a single measure and should be supplemented with other information received from your student's school for a more comprehensive look at their progress. Additional resources to support your student, such as growth trends and specific areas of opportunity, can be found at the online family portal at <https://nmparentportal.emetric.net/login>. The State Student ID (SSID) for your student is located above. For assistance accessing this portal, contact the Cognia Help Desk at nmtechsupport@cognia.org.

If you have specific questions about your student's performance on the assessment, you are encouraged to reach out directly to your student's school. The Family Report Interpretation Guide which provides additional information for families about the Individual Score Report is available online at [Family Resources for Student Reports - Cognia Help & Support](#).

The PED appreciates your partnership in supporting your student's educational success.

Mariana D. Padilla

Mariana D. Padilla
Secretary of Public Education, New Mexico Public Education Department

LANGUAGE ARTS

531

Novice

Confidence band is 522 to 540

Your student's Language Arts score is in the **Novice** level, not yet on track for college and career readiness.

MATHEMATICS

568

Proficient

Confidence band is 564 to 572

Your student's Mathematics score is in the **Proficient** 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

Hooghan Haz'áqgi Saad bee Ata' Hóóne' Bik'ehgo Naaltsoos Nélinígíí

Átchíní Baa Hane' Ha'anídáq'go 2025 Daangóó NM-MSSA Mathematics dóo Language Arts Ólta'í Bee Naaltsoos Haadídilyaaígíí.



Ólta'í Naaltsoos Bee Hadít' éhígíí biyi' naaltsoos 2–4 góne' sítsoozígíí díí yaa halne'. Naaltsoos sítsoozígíí éí ólta'í yaa ólta'ígíí bee bá daasdzooígíí dabikáá'.

Baa Da'ólta'ígíí

Díí naaltsoos sítsoozígíí éí baa ólta'ígíí hodahgo dabikáá'.

Al'áq Dah Naazhjaa'go Bee Baa Hane'ígíí

Bee Naaltsoos Haadídilyaaígíí NM-MSSA nihít nídzísi nítsháákees bee yáshfí'ígíí New Mexico Bit Haz'áq Kq' Diné Naalkaah Bee Na'nitín T'ááta'í Dóó Haz'áq Yee T'áá Diné Naaltsoos.

Kwe'é dah shijaa'ígíí éí haanéelt'e' nómboo yidzooígíí woozbq bikáá' díí al'áq dah naazhjaa'go bee baa hane'ígíí biyi' haanéelt'e' t'áá íyisí nómboo daadzooígíí bit athxqah naa'nilgo.

Kwe'é dah shijaa'ígíí éí ólta'í atkéé' dahoni'ánígíí haanizah bee ak'e' diitjih at'áq dah naazhjaa'go bee baa hane'ígíí biyi' yíi' yigátígíí bikáá':

Bóhwiidoo'átígíí Yiladiiyá, Bóhwiidoo'átígíí Yaa Niyá/ K'adéę Yaa Yíghááh, doodago Bóhwiidoo'átígíí T'ahdoo Yóhoo't'aah Da.

Díí Ła' Jizí'í'neel'qah Bee Nida'idikid Bee Na'azhnishígíí éí díí bee í'neel'qah biyi' nida'idikid bee hadít' éhígíí t'áá át'é bee bá daasdzooígíí dabikáá' dóó Bee Bee Ha'dít' éhígíí Bee Dah Naazhjaa'ígi át'éégo díí nida'ididekidígíí bá daasdzoh.

Saad Choo'í Bihoo'aah, bee bineel'aah ach'j' hódoolníít éí binahjí' beehózin doo álta'í Yotta' dóó Na'azoo'ígíí.

Naaltsoos Saad bee Hadadilyaago Wólta'go bee Ak'i' diitjih, Saad bee yáti' dóó naadzoh (Language Arts wolyéego) biniyé, ólta'í haanízadi bi'óhoo'aah díí Naaltsoos Wólta'go bee Ak'i' diitjih dóó Saad Naadzooígíí biyi' bit hoolzhishgo í'neel'qah bee da'asdzoh.

LANGUAGE ARTS

First456's Language Arts Performance by Reporting Category

| Text type - Literary Text (LT) | Points Earned / Points Possible | Subdomain Indicator |
|---|---------------------------------|---------------------|
| Text type - Informational Text (IT) | 3 / 15 | Below Standard |
| Reading Strategy - Comprehension (CM) | 2 / 8 | Below Standard |
| Reading Strategy - Analysis and Interpretation (AI) | 3 / 12 | Below Standard |
| Writing Analysis and Language Conventions (WL) | 2 / 11 | Below Standard |
| | 3 / 14 | Below Standard |

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

Individual Test Questions

| Report Sequence | Reporting Category | Reading Strategy | Points Earned | Report Sequence | Reporting Category | Reading Strategy | Points Earned | Report Sequence | Reporting Category | Reading Strategy | Points Earned |
|-----------------|--------------------|------------------|---------------|-----------------|--------------------|------------------|---------------|-----------------|--------------------|------------------|---------------|
| 02 | LT | CM | 0/1 | 28 | LT | AI | 0/2 | 49 | WL | - | 0/1 |
| 04 | LT | CM | 0/1 | 29 | LT | AI | 0/1 | 55 | WL | - | 0/1 |
| 08 | LT | CM | 0/1 | 34 | IT | CM | 0/1 | 56 | WL | - | 0/1 |
| 09 | LT | AI | 1/1 | 36 | IT | CM | 1/1 | 57 | WL | - | 0/1 |
| 10 | LT | AI | 0/1 | 37 | IT | CM | 1/1 | 60 | WL | - | 1/2 |
| 13 | LT | CM | 0/1 | 38 | IT | AI | 0/1 | 61 | WL | - | 0/1 |
| 14 | LT | CM | 0/1 | 39 | IT | AI | 0/1 | 63 | WL | - | 0/1 |
| 16 | LT | CM | 0/2 | 41 | IT | CM | 0/1 | 65 | WL | - | 1/1 |
| 19 | LT | CM | 1/1 | 45 | IT | AI | 0/2 | 67 | WL | - | 1/1 |
| 21 | LT | AI | 1/1 | 47 | WL | - | 0/1 | 69 | WL | - | 0/2 |
| 24 | LT | AI | 0/1 | 48 | WL | - | 0/1 | 71 | PW | - | 2/4 |

Key: x / y = x points earned out of y possible points
Blank space = no answer
- = Not Applicable
PW = Production of Writing
UC = Use of Conventions

To interpret the chart, go online to access the Student Response Grid Guide: <https://newmexico.onlinehelp.cognia.org/reporting-resources/#item-analysis-report>.

Reading Scale Score

525

Writing & Language Scale Score

536

Your student's **Reading** and **Writing & Language** scale scores are shown here. For additional information about the Achievement Levels that correspond with these scores, as well as your student's total Language Arts score, please reference the table below.

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. | 573 – 590 |
| Proficient – Students show satisfactory understanding of how to interpret and analyze texts, use language and its conventions, and write for a task and purpose. | 560 – 572 |
| Emerging Proficient – Students show partial understanding of how to interpret and analyze texts, use language and its conventions, and write for a task and purpose. | 543 – 559 |
| Basic – Students show emerging understanding of how to interpret and analyze texts, use language and its conventions, and write for a task and purpose. | 500 – 542 |

STUDENT SCORE

531

SCHOOL AVG.

547

DISTRICT AVG.

553

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Hane' Nidaashch'áq'go Bee Athxqah Naa'nilígíí

Díí hane' nidaashch'áq'go bee athxqah naa'nilígíí éí Atkéé' Dahoni'áqgo Bee Ak'i' diitjih t'áá át'égo t'áá yitminígíí yaa halne' dóó Atkéé' Dahoni'áqgo Bee Ak'i' diitjih biniyé í'neel'qah bee daasdzooígíí bikáá'.

Kwe'é dah shijaa'ígíí éí ólta'í'neel'qah bee bá daasdzooígíí díí ólta'di, ólta'í bit hahoodzoh, dóó Yootó Bit Hahoodzoh biyi' ólta'í yit da'ólta'ígíí bit athxqah naa'nilgo bikáá'.