

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

Átchíní Baa Hane' Ha'anídqá'go 2025 Daangóó NM-MSSA Mathematics dóó Language Arts Ółta'í Bee Naaltsoos Haadídilyaagíí.



Saad bee Ata' Hóóne' Bik'ehgo Naaltsoos Né'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'ąqahí Bee Baa Hane'í

Bee í'neel'ąqahí 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 Dooftí Bít Na'niłłigo Be'eldíí' Dooftí Ółta'í Bít Naaltsoos Haadídilyaagíí Bee Bééhwit'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' diitíhgo 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' adéę Bóhwiidoo' átígíí Yaa Yíghááh, doodago T'ahdii 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 hádqá' bi'dizhchínígíí. Dikwíí yółta'ígíí bee í'neel'ąqahí 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

How did your student do on the New Mexico MSSA 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

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.

Your student's Lexile score: **670L**

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.

Your student's Quantile score: **845Q**

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'ąqgi Saad bee Ata' Hóóne' Bik'ehgo Naaltsoos Nél'inígíí

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



Ółta'í Naaltsoos Bee Hadít' éhígíí biyi' naaltsoos 2–4 góne' sítsoozígíí díí yaa halne'. Naaltsoos sítsoozígíí éí ółta'í yaa ółta'ígíí bee bá daasdzoogíí dabikáá'.

Baa Da'ólta'ígíí

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

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

Bee Naaltsoos Haadídilyaaígíí NM-MSSA nihít nídзі́s nítshákees bee yáshít'ígíí New Mexico Bit Haz'ąq Kọ' Diné Naalkaah Bee Na'nítin T'ááta'í Dóo Haz'ąq Yee T'áá Diné Naaltsoos.

Kwe'é dah shijaa'ígíí éí haanéelt'e' nómboo yidzoogíí woozbą bikáá' díí al'ąq dah naazhjaa'go bee baa hane'ígíí biyi' haanéelt'e' t'áá íyisí nómboo daadzooígíí bit athxąqah naa'nilgo.

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

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

Díí Ła' Jizí'í neel'ąqah Bee Nida'idikid Bee Na'azhnishígíí éí díí bee í'neel'ąqah biyi' nida'idikid bee hadít' éhígíí t'áá át'é bee bá daasdzoogíí dabikáá' dóo Bee Ha'dít' éhígíí Bee Dah Naazhjaa'igi át'éego díí nida'idekidígíí bá daadzoh.

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

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

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
10	LT	AI	1/1	36	IT	CM	1/1	57	WL	-	0/1
13	LT	AI	0/1	37	IT	CM	1/1	60	WL	-	0/1
14	LT	CM	0/1	38	IT	AI	0/1	61	WL	-	1/2
16	LT	CM	0/2	39	IT	AI	0/1	63	WL	-	0/1
19	LT	CM	1/1	41	IT	CM	0/1	65	WL	-	0/1
21	LT	AI	1/1	45	IT	AI	0/2	67	WL	-	1/1
24	LT	AI	0/1	47	WL	-	0/1	69	WL	-	1/1
				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>.

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

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Hane' Nidaashch'ąq'go Bee Athxąqah Naa'nilígíí

Díí hane' nidaashch'ąq'go bee athxąqah naa'nilígíí éí Atkéé' Dahoni'ąqgo Bee Ak'i' diitjih t'áá át'égo t'áá yitminígíí yaa halne' dóo Atkéé' Dahoni'ąqgo Bee Ak'i' diitjih biniyé í'neel'ąqah bee daasdzoogíí bikáá'.

Kwe'é dah shijaa'ígíí éí ółta'í'neel'ąqah bee bá daasdzoogíí díí ółta'di, ółta' bit hahoodzoh, dóo Yootó Bit Hahoodzoh biyi' ółta'í yit da'ólta'ígíí bit athxąqah naa'nilgo bikáá'.