



We have administered the iMSSA, now what?

Below are some of the tools available as you review your students' iMSSA scores and determine their impact on instructional practice.

Tool	Description	LOCATION and URL
Achievement Level Descriptors (ALDs)	These documents (one per content) describe the achievement levels, how the achievement levels were developed, and then go on to explain what students at each cut point, in various focus areas, should be able to do.	Available on the NMPED website, <i>iMSSA Resources, State-Adopted ALDs and Scale Scores</i> section for <i>Mathematics and Reading, grades 3-8</i> . https://web.ped.nm.gov/bureaus/assessment/imssa-resources/
Alignment Tables	These documents (one per content) describe the claims regarding the meaning of the test scores and then present tables identifying standards alignment and DOK levels for assessment items by grade.	Available on the <i>Cognia Help & Support site, in the iMSSA Additional Resources</i> section. https://newmexico.onlinehelp.cognia.org/resources-imssa/
Lexile and Quantile Information *	The Lexile and Quantile information is found on p. 22 of the <i>iMSSA Assessments Overview</i> . - The Achievement Levels noted on this chart are representative of the levels assigned to Cognia's Interim Assessments per the MetaMetrics linking study. - The iMSSA assessment has three achievement levels. For interpretation of this chart, the levels align as follows: Needs Support = Below Basic. Near Target = Basic. On Target = Proficient and Advanced.	Available on the <i>Cognia Help & Support site, Resources tab, iMSSA Reporting Resources</i> section. iMSSA Overview
Scale Score Information	This shows the ranges of scale scores for each achievement level by grade and content.	Available on the <i>Cognia Help & Support site, Resources tab, iMSSA Reporting Resources</i> section. NM-iMSSA Scale Scores

* You can find more information about Lexile and Quantile at these links:

- <https://hub.lexile.com/for-parents/>
- <https://hub.lexile.com/for-educators/>