

The New Mexico Parent Report

USING ASSESSMENT TO HELP STUDENTS GROW™



NEW MEXICO PUBLIC EDUCATION DEPARTMENT

Dear Parents / Guardians,

This report provides specific information about how your child performed on the most recent administration of the New Mexico Standards Based Assessment (NMSBA) in Reading, Math, and Science. In addition to describing potential strengths and needs, it also suggests strategies you can use to further improve your child's skills.

A strong partnership between parents and teachers is critical for every child's success. By working together, we can help all children succeed in school.

VERONICA C. GARCÍA, Ed.D.
SECRETARY OF EDUCATION

For the family of
Kelly Smith

Date of Birth **01-01-1996**

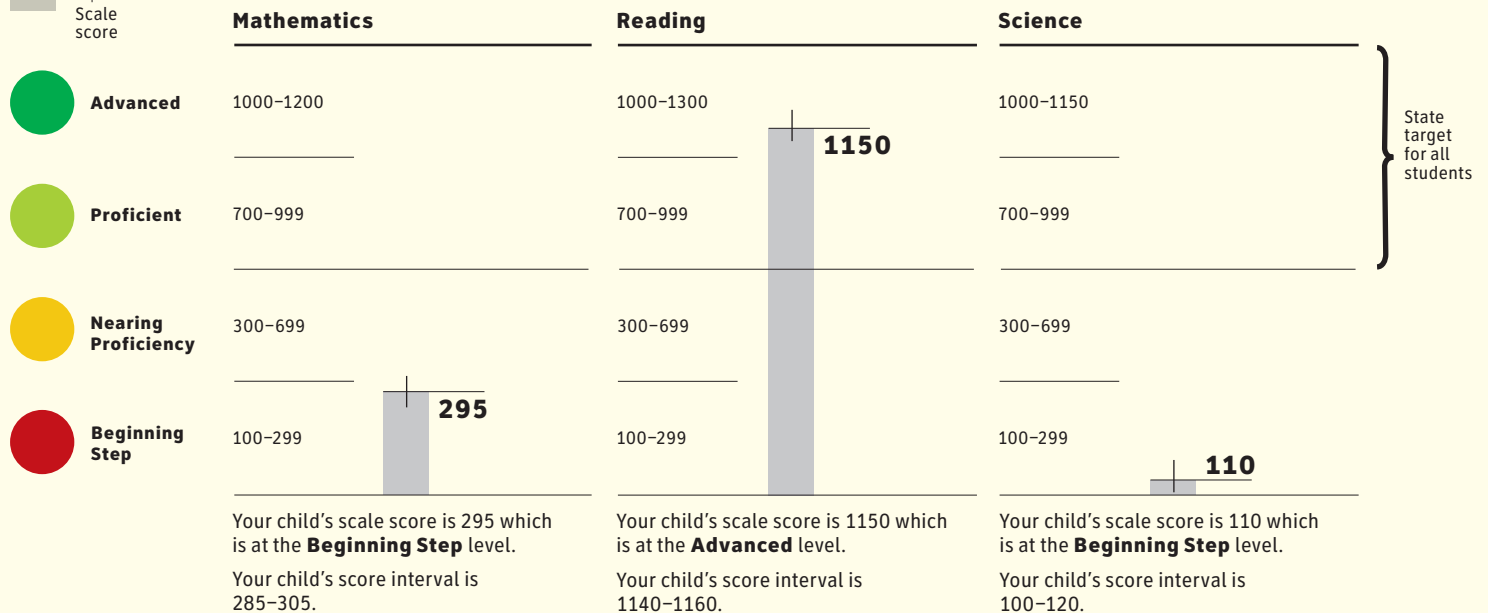
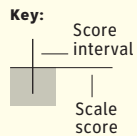
Grade **4**

Test Date **Spring 2006**

District **Jemez Mountain**

School **Algodones Elementary**

Your Child's Scores and Performance Levels



Your child's scale score is 295 which is at the **Beginning Step** level.
Your child's score interval is 285-305.

Your child's scale score is 1150 which is at the **Advanced** level.
Your child's score interval is 1140-1160.

Your child's scale score is 110 which is at the **Beginning Step** level.
Your child's score interval is 100-120.

About Score Intervals

The vertical line on the bar above indicates the standard error of measurement. The score range most likely includes your child's true achievement level (based on a 95% confidence interval). Had your child tested on a different day or had been asked different questions about the same content, the score may have differed and would likely have fallen somewhere along this bar.

About Performance Levels

Scale scores are reported in four performance levels that range from Advanced to Beginning Step.

● **Advanced**

If challenged, your child should continue to do well in this subject.

● **Proficient**

Your child should continue working hard to meet this year's more challenging goals.

● **Nearing Proficiency**

In order to improve, your child needs more support in school and at home.

● **Beginning Step**

Create a plan with your child's teacher for extra support to help your child improve.

More about the Reading score for Kelly Smith

Your child scored overall at the Beginning Step level

The topics listed in this table are based on the New Mexico Content Standards and Benchmarks, which describe what students should know and be able to do. Visit www.ped.state.nm.us and click on 'New Mexico Standards' to see what these standards are and what they mean.

	Total Points Possible	Target Range*	Your Child's Score	Instructional recommendations		
				Help with Fundamentals	Continued Practice and Instruction	Advanced Work
				Based on this exam your child is likely to need (◆)**		
1 Read for Comprehension	45	28–37	24	◆		
1A Reading for information	12		5			
1B Using resources	5		5			
1C Critical thinking	8		6			
1D Reading strategies	10		8			
3 Use Literature and Media	22	6–9	7		◆	
3A Literature across cultures	15		3			
3B Purposes of literature	7		4			

*The **target range** is the score range of the Continued Practice and Instruction column. It is based on the scores in the reporting category typical of students who performed 'Proficient' overall on this test.

****Help with Fundamentals** means your child's score in the reporting category is similar to students who performed 'Nearing Proficiency' or 'Beginning Step' overall. This result suggests basic skills development as a starting point.

Continued Practice and Instruction means your child's score in the reporting category is similar to students who performed 'Proficient' overall. This result suggests grade level instruction as a starting point.

Advanced Work means your child's score in the reporting category is similar to students who performed 'Advanced' overall. This result suggests advanced instruction and further challenges as a starting point.

Grade 4 Reading Performance Level Descriptors

Advanced Students apply meaning from more complex texts to infer, apply information, analyze, synthesize, predict, compare and sequence. They identify plot, theme, and outcome. They identify relationships, motives, theme and mood. They analyze and make relevant connections between author's experience and written work

Proficient Students comprehend several complex text forms and predict, identify main idea, sum up, extend, and apply author's meaning. They understand descriptive language, literary genres, story structure, and link writer's experiences and perspectives.

Nearing-Proficient Students grasp various narratives and graphics and sometimes use context clues to conclude and sum up. They are learning to identify main idea, conclusions, cause and effect, and determine an author's mood. They use context clues.

Beginning Step Students performing at this level do not adequately demonstrate the above skills.

Find Books for Your Child

How do I know what books are right for my child?

The skill level of both readers and texts are measured with Lexiles®. Use your child's Lexile measure to help you choose books that will encourage reading progress.

790L Your child's Lexile measure

690L–790L For leisure reading, your child will find most books in this range easy to understand.

790L–840L Books in this range provide a motivating challenge.

Where can I find the right books for my child?

Visit www.HarcourtLexile.com

- 1 On the homepage, click *English*.
- 2 In the Lexile Range box, enter numbers based on your child's Lexile measure.
- 3 You will find a list of titles within your child's Lexile range.

Your local/school librarian can also help you find books within your child's Lexile range. Consider all factors when choosing text for your child, including your child's interests and your views on what is age-appropriate material.

More about the Mathematics score for Kelly Smith

Your child scored overall at the Advanced level

The topics listed in this table are based on the New Mexico Content Standards and Benchmarks, which describe what students should know and be able to do. Visit www.ped.state.nm.us and click on 'New Mexico Standards' to see what these standards are and what they mean.

	Total Points Possible	Target Range*	Your Child's Score	Instructional recommendations		
				Based on this exam your child is likely to need (◆)**		
				Help with Fundamentals	Continued Practice and Instruction	Advanced Work
1 Number & Operations	15	6–9	15			◆
1A Number sense	6		5			
1B Operations	5		5			
1C Computation & estimation	4		4			
2 Algebra	22	13–18	15		◆	
2A Patterns & functions	4		5			
2B Algebraic symbols	4		5			
2C Modeling relationships	5		5			
2D Analyzing changes	11		0			
3 Geometry	15	6–9	8		◆	
3A Analyzing shapes	5		4			
3B/C Coordinate geometry, transformations, and symmetry	3		4			
3D Spatial sense & modeling	5		0			
4 Measurement	11	6–9	10			◆
4A Measurement systems	5		5			
4B Applied measurement	6		5			
5 Data Analysis & Probability	16	6–11	14			◆
5A/B/C Data collection, representation and analysis, and statistical methods	10		9			
5D Probability	6		5			

Grade 4 Math Performance Level Descriptors

Advanced Students use multiple strategies to solve problems and explain solutions in words, symbols, models, and number sentences. They understand place value to 1000s and coin combinations; model fractions; compare data from multiple sources; and extend patterns.

Proficient Students use multiple strategies and estimate to solve problems; justify solutions in words, numbers sentences, and pictures; and understand place value to 100, coin values, and basic probability. They add and subtract three-digit, compare four-digit, and multiply and divide one-digit numbers; read time; measure metric length; interpret data from bar graphs, charts, and tables; show relationships using symbols or numbers; and identify geometric shapes.

Nearing-Proficient Students use strategies to solve simple problems; identify math applications, appropriate operations, simple shapes, and missing items from a pattern. They understand place value, monetary notations, whole number facts, and add and subtract three-digit numbers.

Beginning Step Students performing at this level do not adequately demonstrate the above skills.

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More about the Science score for Kelly Smith

Your child scored overall at the Beginning Step level

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	Total Points Possible	Target Range*	Your Child's Score	Instructional recommendations		
				Based on this exam your child is likely to need (◆)**		
				Help with Fundamentals	Continued Practice and Instruction	Advanced Work
I:1 Scientific Investigations, using scientific inquiry	14	6–10	5	◆		
I:1A Scientific method	4		2			
I:1B Scientific thinking	4		2			
I:1C Mathematical skills	6		1			
II:1 Physical Science	19	10–15	12			◆
II:1A Matter	6		4			
II:1B Energy	5		4			
II:1C Force and motion	8		4			
II:2 Life Science	16	8–12	12			◆
II:2A Form and function	4		4			
II:2B Comparing organism traits	7		4			
II:2D The human body	5		4			
II:3 Earth and Space Science	8	4–7	1	◆		
II:3A Solar System	5		0			
II:3B Earth and atmosphere	4		1			
III:1 Science and Society	4	2–3	1	◆		
III:1A Science and Society	4		1			

*The **target range** is the score range of the Continued Practice and Instruction column. It is based on the scores in the reporting category typical of students who performed 'Proficient' overall on this test.

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Grade 4 Science Performance Level Descriptors

Advanced Students recognize functions of organisms within ecosystems, causes and effects of changes in matter, forces affecting objects, plate tectonics; and select appropriate tools for scientific investigations. They predict directions of conservation and make connections between fields of study. They apply knowledge of life cycles and electricity to real-world situations and mathematics to scientific investigations (e.g., sampling, number of trials).

Proficient Students know many basic concepts of life and physical science. They predict the impact of natural events such as drought, and compare and contrast; they understand the water cycle, relationships between bodies in space; and classify animals; recognize organisms and their threats in natural habitats.

Nearing-Proficient Students understand concepts of life and physical sciences. They examine the impact of humans on the environment and understand how technology benefits society, properties of and changes in matter, and ecosystems vocabulary.

Beginning Step Students performing at this level do not adequately demonstrate the above skills.

What do I do next?

- 1 Discuss this report with your child
- 2 Talk to your child's teachers about strengths and needs
- 3 Set achievement goals with your child

A NOTE ON USING THIS INFORMATION
A single exam can provide only limited information. A student taking the same test more than once might score higher or lower in each tested area within a small range. You should confirm your child's strengths and needs in these topics by reviewing classroom work, other standards-based assessments, and your child's progress reports during the year.