Dear Parent/Guardian,

In November 2003, New Mexico 11th graders participated in a new statewide criterion-referenced test, the New Mexico High School Standards Assessment. This assessment was based on high standards and expectations for what students should know and be able to do as set forth in the New Mexico Content Standards, Benchmarks, and Performance Standards in reading and mathematics.

This pamphlet is your child's score report for both reading and mathematics. These scores indicate that your child's overall performance on each of these assessments was one of the following: Advanced, Proficient, Nearing Proficiency, or Beginning Step. While these proficiency levels demonstrate how your child performed in each of the content areas, they should be used with other information such as class grades and teacher evaluations to provide a more thorough indicator of performance.

For a more detailed description of your child's performance, please see the following pages. Please spend some time reviewing this document. For additional information about the New Mexico High School Standards Assessment, see the New Mexico Public Education Department's website at http://sde.state.nm.us or call your child's school or district office. Should you have any questions regarding this report or your child's performance, we encourage you to contact your child's teacher or school.

Yours in Advocacy for Children,

Dr. Veronica C. Garcia
Secretary of Education

The New Mexico High School Standards Assessment (NMHSSA) was field tested in spring 2003 and the first operational administration occurred November 2003. At this time, the operational administration has no graduation consequences for individual students because the New Mexico High Schools Competency Examination will continue to fulfill that role through the current school year. However, districts and schools were required to test all grade 11 students and adhere to the 95 percent participation rates for the whole group and all subgroups.
Content Standard Descriptions

Listen to, read, react to, and analyze information (10-IA)
• Evaluate problems and solutions in a text by:
  - Identifying the problem and relevant issues
  - Understanding the significance of the problem
  - Evaluating the effectiveness of the solution
• Recognize and evaluate a writer’s support to determine if it is relevant, valid, and reliable.

Demonstrate critical thinking skills to evaluate information and solve problems (10-IC)
• Critically interpret and evaluate experiences, literature, language, and ideas by:
  - Making generalizations supported by specific references
• Identify critical questions that would lead to a broader understanding of a selection
• Understand complex literary terms and find examples in a text
• Read critically and independently to draw conclusions, make inferences, and make predictions from text
• Independently apply the reading process and strategies to a variety of texts and use the defining features and structures of those works to understand main elements, perspective, and style (adopted from benchmark 8-ID)

Apply knowledge of reading process to evaluate print, non-print, and technology-based information (10-ID)
• Analyze the ideas of others by identifying ways in which writers:
  - Introduce and develop a main idea
  - Choose and incorporate significant, supporting, relevant details
• Analyze the ideas of others by identifying ways in which writers:
  - Relate structure/organization to the ideas
  - Use effective word choice as a basis for coherence
  - Achieve a sense of completeness and closure
• Differentiate among literal, figurative, and connotative meanings (adopted from benchmark 10-IIC)

Total Reading Scale Score

State Target Performance

What is Standard Error of Measurement?
The vertical bar indicates your child’s scale score for the content area. This is your child’s overall content area scale score and is used to determine the proficiency level your child achieved. The horizontal bar indicates the Standard Error of Measurement. This means that had your child taken this test on a different day or had been asked different questions covering the same content, he/she may have received a different score which probably would have fallen somewhere along this bar.

For the Reading Performance Level descriptors see the back of this folder.
Content Standard Descriptions

**Number and Operations** - Students will understand numerical concepts and mathematical operations
  - Understand numbers, representations of numbers, relationships among numbers, and number systems
  - Understand the meaning of operations and how they relate to one another
  - Compute fluently and make reasonable estimates

**Algebra** - Students will understand algebraic concepts and applications
  - Understand patterns, relations, functions, and graphs
  - Represent and analyze mathematical situations and structures using algebraic symbols
  - Use mathematical models to represent and understand quantitative relationships
  - Analyze changes in various contexts

**Geometry** - Students will understand geometric concepts and applications
  - Analyze characteristics and properties of two- and three-dimensional geometric shapes and develop mathematical arguments about geometric relationships
  - Specify locations and describe spatial relationships using coordinate geometry and other representational systems
  - Apply transformations and use symmetry to analyze mathematical situations
  - Use visualization, spatial reasoning, and geometric modeling to solve problems

**Measurement** - Students will understand measurement systems and applications
  - Understand measurable attributes of objects and the units, systems, and processes of measurement
  - Apply appropriate techniques, tools, and formulas to determine measurements

**Data Analysis & Probability** - Students will understand how to formulate questions, analyze data and determine probabilities
  - Formulate questions that can be addressed with data and collect, organize, and display relevant data to answer them
  - Select and use appropriate statistical methods to analyze data
  - Develop and evaluate inferences and predictions that are based on data
  - Understand and apply basic concepts of probability

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**What is Standard Error of Measurement?**

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**Total Mathematics Scale Score**

The scale score range is from 100 to 300, with different levels defined as follows:
- **Beginning Step**: 0 to 179
- **Nearing Proficiency**: 180 to 227
- **Proficient**: 228 to 277
- **Advanced**: 278 to 300

**State Target Performance**

- **Beginning Step**: 100
- **Nearing Proficiency**: 179
- **Proficient**: 200
- **Advanced**: 277

Your child performed at the [Advanced | Proficient | Nearing Proficiency | Beginning Step] level in Mathematics.

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For the Mathematics Performance Level descriptors see the back of this folder.
Reading Performance Level Descriptors

Advanced
High school students performing at the Advanced Level in reading demonstrate a highly developed and comprehensive understanding of various genres. They use a wide range of sophisticated strategies to make critical evaluations and understand advanced literary devices. These students read challenging text and are able to critically interpret and evaluate literature, language, and ideas. They apply significant understanding to develop hypotheses and perform critical analyses of the complex connections among texts. Advanced Level students recognize subtle inferences and differentiate among various levels of reading.

Proficient
High school students performing at the Proficient Level demonstrate a developed understanding of various genres. These students are able to draw and support conclusions using textual evidence. They identify, respond to, and evaluate problems and solutions. These students are able to recognize and evaluate a writer’s position within a text. They also differentiate among literal, connotative, and figurative meanings and are able to make logical inferences. These students analyze information and interpret critical details. Proficient Level students communicate and organize their ideas coherently, demonstrating what is relevant and accurate.

Nearing Proficiency
High school students performing at the Nearing Proficiency Level demonstrate a developing understanding of various genres. They are able to make logical, though limited, connections. These students have the ability to recognize interpretations; they also understand the significance of problems and solutions presented. Nearing Proficiency Level students respond to the text at a literal level, exhibit some skill in making inferences, yet make some errors when recalling facts.

Beginning Step
High school students performing at the Beginning Step Level do not demonstrate the skills in the above Levels.

Mathematics Performance Level Descriptors

High school students performing at the Advanced Level will be able to:
• Use appropriate mathematical language to communicate, formulate, model, solve and analyze real-world problems
• Construct graphs and tables while elaborating the information and predicting future patterns and changes
• Analyze quantitative and qualitative data in multiple representations
• Analyze and compare characteristics and properties of two- and three-dimensional geometric shapes as they are increased or transformed
• Construct and interpret problems involving the Pythagorean Theorem
• Construct and analyze proportions based on similarities
• Compare and analyze measures of central tendency
• Analyze changes in a set of data
• Compare expected probabilities with experimental results

High school students performing at the Proficient Level will be able to:
• Construct appropriate responses to real-world problems
• Construct and use graphs and tables of relations and functions and summarize that information
• Organize and display quantitative and qualitative data in multiple representations
• Use appropriate mathematical language to set-up and solve linear equations and inequalities
• Predict based on a linear pattern in data
• Solve for areas/volumes and surface area of two- and three-dimensional figures
• Identify characteristics of parallel lines and characteristics of polynomials
• Evaluate simple proportions based on similarities
• Solve simple problems involving the concept of the Pythagorean Theorem
• Solve problems involving similar figures
• Calculate and apply measures of central tendency
• Calculate probabilities of a desired outcome in a simple experiment

High school students performing at the Nearing Proficiency Level will be able to:
• Sometimes construct appropriate responses to real-world problems
• Construct graphs and tables of relations and functions from given information
• Display quantitative and/or qualitative data using one-representation
• Identify patterns and relations and their changes
• Solve simple algebraic equations and inequalities
• Identify two- and three-dimensional figures and choose appropriate formulas for computations
• Identify units of measure and solve simple proportions
• Identify and draw lines of symmetry
• Identify a linear pattern in data
• Write probabilities as a fraction, decimal or percent

High school students performing at the Beginning Step Level do not demonstrate the skills in the above Levels.

If you have questions about this assessment, the state standards, or this report, please talk to your school or district test coordinator. Your child’s teachers, district test coordinator, or principal will be able to provide you complete answers. Additionally, your school will be able to explain how these state standards are included into curriculum and instruction.

For more information, access the New Mexico Public Education Department website at http://sde.state.nm.us.

For a Spanish translation of the NMHSSA Student Performance Report, please access the New Mexico Public Education Department website at www.sde.state.nm.us/div/ais/assess/nmhssa.info.html or contact your District Test Coordinator.

District Contact Information:

Test Coordinator:

Phone: