

New Mexico

Reading	Equivalent NAEP grades tested by state in 2005	Skills assessed	AYP standard	Performance standards development	Year standard adopted	Substantive changes to test since 2002-03
State standards	Through the New Mexico Standards-based Assessment (NMSBA) and the New Mexico High School Standards Assessment (NMHSSA), the state administered exams in grades 3-9 and 11 in reading and mathematics. New Mexico used four performance levels for reporting purposes: beginning step, nearing proficient, proficient, and advanced.					
State performance standard for AYP	<p>Grade 4. Students in Grade 4 are able to use meta-cognitive strategies to comprehend text and to clarify meaning of vocabulary, visualize and recall story details, increase their vocabulary through reading, listening, and interacting. They are able to locate and use a variety of resources to acquire information across the curriculum and demonstrate critical thinking skills to comprehend written, spoken, and visual information. They are able to respond to a variety of text using interpretive, critical, and evaluative processes. Students acquire reading strategies such as word identification strategies, and are able to discover relationships across key words. They are able to read aloud with fluency and comprehension of grade-level text.</p> <p>Grade 8. Students in Grade 8 are able to narrate a personal account, interact in group activities to give reasons, clarify, illustrate and expand on responses in relation to various texts. They are able to compare and evaluate texts for ideas, themes and details. Students are able to gather and use information for research, apply critical thinking skills to analyze and evaluate information, and create research products in written and presentation form. They demonstrate competence in the skills and strategies of the reading process, including the ability to analyze the purpose, and evaluate underlying assumptions and biases of texts and media. They independently apply the reading process and strategies to a variety of literary and informational texts and use the defining features and structures of those works to understand main elements, perspective, and style.</p>					

New Mexico

Reading

Grade	2005 NAEP scale equivalent				2005 NAEP exclusion rates				
	NAEP equivalent at the state standard for AYP	Standard error	Relative error ¹	Correlation between NAEP and state results		English language learners (ELL)	Students with disabilities	Students who are both ELL and with disabilities	
				Unadjusted	Adjusted ²				
4	208	1.2	1.3	0.71	0.93	4.4	3.6	2.4	
8	251	1.2	1.4	0.63	0.67	2.3	3.7	1.7	

- 1 Relative error provides a measure of how well the state's standard for AYP maps to the NAEP scale. Values of 1.5 or higher indicate poor mapping of school-level results and comparisons between NAEP and state assessments should be made with caution.
- 2 Estimate of what the correlation between NAEP and state assessment school-level percentages meeting primary state standards would have been if it were based on a standard set at the student population median and with no school samples having fewer than 30 students.

State accommodations not allowed on NAEP	Audiotape version of test, administration by others, amplification equipment, audio/video equipment, noise buffer, taking the test at a time beneficial to the student, taking the test over multiple days, carrel, and taking the test at the student's home. The following are not allowed on writing tests: tape recorder, and spell checker/assistance.
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New Mexico

Mathematics	Equivalent NAEP grades tested by state in 2005	Skills assessed	AYP standard	Performance standards development	Year standard adopted	Substantive changes to test since 2002-03
State standards	Through the New Mexico Standards-based Assessment (NMSBA) and the New Mexico High School Standards Assessment (NMHSSA), the state administered exams in grades 3-9 and 11 in reading and mathematics. New Mexico used four performance levels for reporting purposes: beginning step, nearing proficient, proficient, and advanced.					
State performance standard for AYP	<p>Grade 4. New Mexico students should be able to use the process standards which include reasoning and proof, communication, representation, problem solving, and making connections to: understand and use math standards vocabulary to solve real world problems; work with whole numbers including multiplying and dividing by one-digit numbers; model common decimals and fractions; describe patterns and use variables; find the area and perimeter of rectangles; describe the properties of two dimensional shapes, parallel and perpendicular lines and ordered pairs on the first quadrant; solve problems involving length, time, and temperature; and organize data and describe the outcomes of two part combinations.</p> <p>Grade 8. New Mexico students should be able to use the process standards which include reasoning and proof, communication, representation, problem solving, and making connections to: use appropriate math standards vocabulary; show basic understanding in performing operations with numbers (coefficients), variables, expressions, and equations; analyze data using different representations and interpret the results; describe and analyze characteristics and properties of two- and three-dimensional geometric shapes; solve real-world problems involving perimeter, circumference, area, volume, and surface area; describe how tabular data, graphs, and equations model real-world situations (linear); compute a probability about a real-world event and determine whether it describes a theoretical or experimental situation and list all possible outcomes; set up and solve real-world problems using congruence, similarity, and/or the Pythagorean Theorem as they relate to triangles; apply transformations and symmetry in the coordinate plane to analyze mathematical situations; and solve multi-step problems that involve changes in rate (e.g., distance and time).</p>					

New Mexico

Mathematics

Grade	2005 NAEP scale equivalent				2005 NAEP exclusion rates				
	NAEP equivalent at the state standard for AYP	Standard error	Relative error ¹	Correlation between NAEP and state results		English language learners (ELL)	Students with disabilities	Students who are both ELL and with disabilities	
				Unadjusted	Adjusted ²				
4	233	1.3	1.4	0.69	0.81	0.8	1.1	0.7	
8	287	1.8	1.2	0.79	0.84	1.2	1.6	0.7	

1 Relative error provides a measure of how well the state's standard for AYP maps to the NAEP scale. Values of 1.5 or higher indicate poor mapping of school-level results and comparisons between NAEP and state assessments should be made with caution.

2 Estimate of what the correlation between NAEP and state assessment school-level percentages meeting primary state standards would have been if it were based on a standard set at the student population median and with no school samples having fewer than 30 students.

State accommodations not allowed on NAEP

Audiotape version of test, administration by others, amplification equipment, audio/video equipment, noise buffer, communication device, taking the test at a time beneficial to the student, taking the test over multiple days, carrel, and taking the test at the student's home. Calculators are allowed only when computation skills are not being measured (i.e. in grades 8, 9, and 11); calculators are prohibited on Mathematics tests in grades 3-7.