Fall Block 2023

MARYLAND STATE DEPARTMENT OF EDUCATION

EQUITY AND EXCELLENCE

Part B
Which detail from paragraph 10 **best** supports the answer to Par...

○ A. "The boy grew tall and strong and beautiful, the swiftest runne...
the best archer in all the country around."

○ B. "Among the oak woods they lived together and were happy . . . ."

○ C. "They knew, for the gods know all things, that he was the son of
Priam, king of Troy . . . ."

○ D. ". . . but the thought came to them that he would not know who they
were, and therefore he would not be afraid to judge between them."
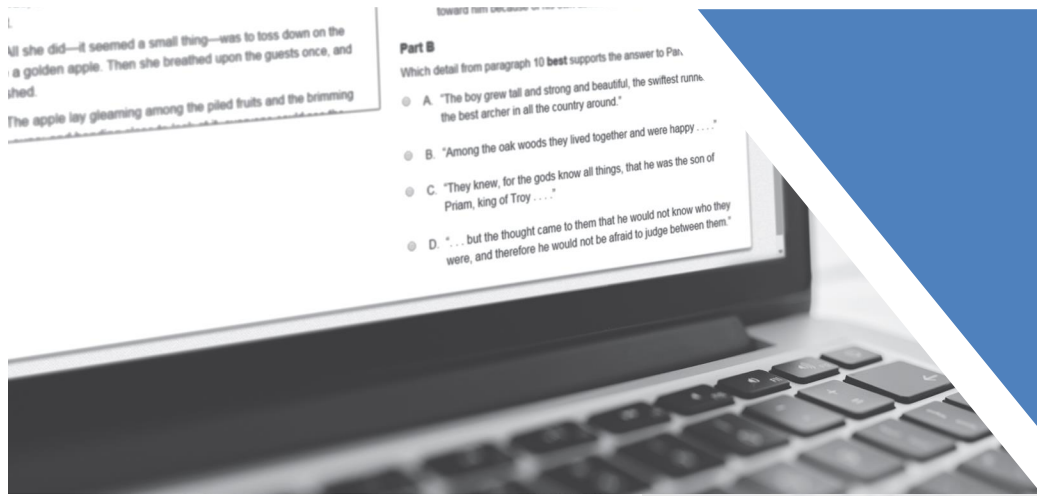
MCAP ELA/Math Score Interpretation Guide for Parents

Table of Contents

1.0 General Information for Parents and Educators

1.1 Background
The Maryland Comprehensive Assessment Program (MCAP) will provide students, parents, educators and the community with better student information at a faster pace. The goal remains the same: to gather information that helps Maryland schools strengthen our instruction and improve student performance so that our graduates are ready to move into the workforce or a postsecondary institution.

1.2 MCAP ELA/L and Mathematics Assessments
The primary purpose of MCAP is to provide high-quality assessments to measure students' progress toward college and career readiness.

The MCAP ELA/L and Mathematics assessments were administered in either computer-based or paper-based format. English Language Arts/literacy (ELA/L) assessments focused on writing effectively when analyzing text. Mathematics assessments focused on applying skills and concepts, understanding multi-step problems that require abstract reasoning, and modeling real-world problems with precision, perseverance, and strategic use of tools. In both content areas, students also demonstrated their acquired skills and knowledge by answering selected-response items, technology-enhanced items, and constructed response items.

1.3 Confidentiality of Reporting Results
Individual student performance results on the MCAP are confidential and may be released only in accordance with the Family Educational Rights and Privacy Act of 1974 (20 U.S.C. Section 1232g). Aggregated student performance data are made available to the public and do not contain the names of individual students or teachers.

1.4 Purpose of this Guide
This guide provides information on the Individual Student Reports (ISR), school reports, and Local Education Agency (LEA) reports provided for MCAP results. Section 2.0, which outlines and explains elements of the ISR, may be shared with parents. This section will help parents understand their child's test results. Section 3.0 outlines and explains elements of the school and LEA reports. Individual state policies and calculations for accountability reporting may differ from the policies and calculations used for assessment reports.

Sample reports included in this guide are for illustration purposes only. They are provided to show the basic layout of the reports and the information they provide. Sample reports do not include actual data from any test administration.

2.0 Understanding the MCAP Individual Student Report (ISR)

2.1 Types of Scores on the MCAP ISR

Student performance on the MCAP ELA/L and Mathematics assessment is described on the Individual Student Report using scale scores, performance levels, and subclaim performance indicators. State, LEA, and school average results are included in relevant sections of the report to help parents understand how their child's performance compares to that of other students. In some instances, a note will appear in place of average results for a school and/or LEA. This indicates that there are too few students to maintain student privacy and therefore results are not reported.

2.1.1 Scale Score

A scale score is a numerical value that summarizes student performance. Not all students respond to the same set of test items, so each student's raw score (actual points earned on test items) is adjusted for the slight differences in difficulty among the various forms and administrations of the test. The resulting scale score allows for an accurate comparison across test forms and administration years within a grade. For example, a student who earns an overall scale score of 750 on one form of grade 5 ELA/L assessment would be expected to earn an overall score of 750 on any other form of grade 5 ELA/L assessment. Furthermore, the student's overall scale score and level of mastery of concepts and skills would be comparable to a student who took the same assessment the previous year or the following year.

2.1.2 Performance Level

Each performance level is a broad, categorical level defined by a student's overall scale score and is used to report overall student performance by describing how well students demonstrate proficiency for their grade level/course. Each performance level is defined by a range of overall scale scores for the assessment. There are four performance levels for the MCAP:

- Level 4: Distinguished Learner
- Level 3: Proficient Learner
- Level 2: Developing Learner
- Level 1: Beginning Learner

Students performing at levels 3 and 4 have demonstrated proficiency in the assessed content, readiness for the next grade level/course, and ultimately, are likely on track for college and careers. Additional information pertaining to the test performance levels can be found in Appendix A.

Performance Level Descriptors (PLDs) describe the knowledge, skills, and practices which students should know and be able to demonstrate at each performance level in each content area.

2.1.3 Subclaim Performance Indicators

Subclaim performance indicators for the MCAP assessments are reported using graphical representations that indicate how the student performed relative to the overall performance of students who demonstrated proficiency in the content area.

MCAP
Maryland Comprehensive Assessment Program

A **FIRSTNAME M. LASTNAME**

Date of Birth: 10/22/2007 ID: EL10040013 **Grade: 10**
Local Education Agency (LEA): SAMPLE DISTRICT NAME
SAMPLE SCHOOL ONE NAME
MARYLAND

GRADE 10 ELA/L **B**

FALL BLOCK 2023

English Language Arts/Literacy Assessment Report, 2023–2024

This report shows the level of proficiency attained by FIRSTNAME on the MCAP Assessment. The results from this summative assessment are a snapshot of your child's progress towards meeting the Maryland College and Career Readiness expectations. These results should be used with school and district level assessments to gauge your child's progress towards proficiency in English Language Arts/Literacy.

How Can You Use This Report? **C**
Ask your child's teachers:
- What do you see as my child's academic strengths and areas for improvement?
- How will you use these test results to provide remediation or enrichment to my child during this academic year?
- How can I work with my child to support your efforts in improving my child's academic performance?

MCAP Resources
Maryland's College and Career Ready Standards -
https://www.marylandpublicschools.org/programs/Pages/ELA/standards.aspx

MCAP English Language Arts/Literacy Practice Tests - https://support.mdassessments.com/practice-tests/english/
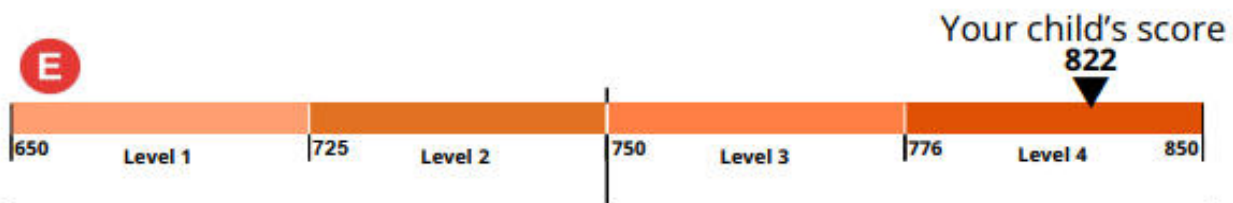
How Did FIRSTNAME Perform Overall?

Performance Level 4 **D**

The MCAP Performance Level Descriptors (PLDs) provide high-level descriptions of a student's ability to apply the knowledge and skills defined by the Maryland Content Standards for English Language Arts (ELA). See side two of this report for specific information on your child's performance in the area of English Language Arts/Literacy.

Level 4 Distinguished Learner
Level 3 Proficient Learner
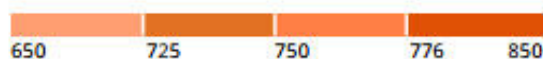**Level 2** Developing Learner
Level 1 Beginning Learner

Your child's score
822

E **10**

| 650 | Level 1 | 725 | Level 2 | 750 | Level 3 | 776 | Level 4 | 850 |

School Average 750 **F**
LEA Average 750
State Average 759

650 725 750 776 850

How Students in Maryland Performed

G

| 14% | 24% | 26% | 36% |
| Level 1 | Level 2 | Level 3 | Level 4 |

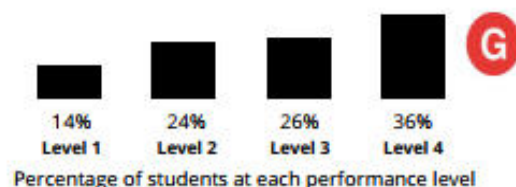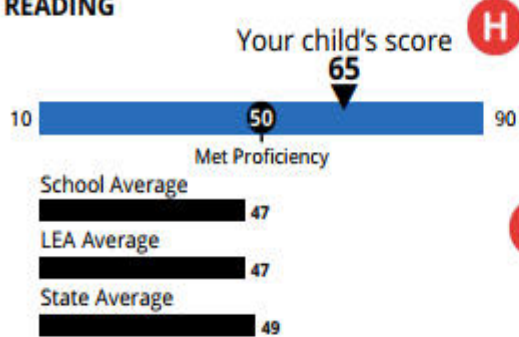Percentage of students at each performance level

The charts above allow you to compare your child's level of performance to other students who took the same assessment across the school, district, and state.

MCAP How Did Your Child Perform in Reading and Writing?

READING

Your child's score
65 H

| 10 | 50 | 90 |
Met Proficiency

School Average
47
LEA Average
47
State Average
49

READING LITERARY

J

Your child performed about the same as other **Beginning Learners** who did not yet demonstrate proficiency in their performance on this standards-aligned assessment. Students demonstrate proficiency by showing they can read and analyze fiction, drama, and poetry.
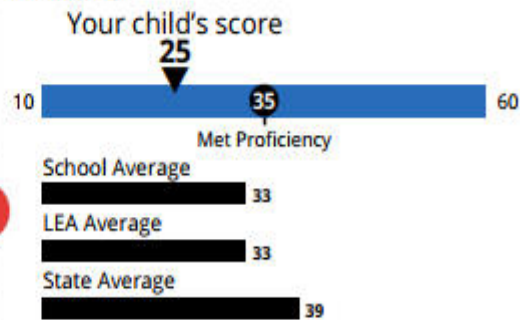
READING INFORMATIONAL

Your child performed about the same as other **Developing Learners** who demonstrated partial proficiency in their performance on this standards-aligned assessment. Students demonstrate proficiency by showing they can read and analyze nonfiction, history, science, and the arts.

VOCABULARY

Your child performed about the same as other **Proficient or Distinguished Learners** who demonstrated proficiency or advanced proficiency in their performance on this standards-aligned assessment. Students demonstrate proficiency by showing they can use context to determine what words and phrases mean.

WRITING

Your child's score
25

| 10 | 35 | 60 |
Met Proficiency

School Average
33
LEA Average
33
State Average
39

WRITTEN EXPRESSION

Your child performed about the same as other **Developing Learners** who demonstrated partial proficiency in their performance on this standards-aligned assessment. Students demonstrate proficiency by showing they can compose well-developed writing, using details from what they have read.

WRITTEN CONVENTIONS

Your child performed about the same as other **Beginning Learners** who did not yet demonstrate proficiency in their performance on this standards-aligned assessment. Students demonstrate proficiency by showing knowledge of conventions and other important elements of language.

I

LEGEND
Your child performed about the same as:

| Distinguished or Proficient Learners | Developing Learners | Beginning Learners | K |

L

English Language Arts/Literacy Performance Level Descriptors (PLDs)

More information on the PLDs can be found at https://marylandpublicschools.org/about/Pages/DAAIT/Assessment/MCAP/ELAL.aspx

Level 4 Distinguished Learners: *Distinguished learners demonstrate advanced proficiency* in their performance on this standards-aligned assessment. Students performing at the distinguished level may need support with exploring advanced learning opportunities related to understanding and analyzing above-grade-level literary and informational text, showing understanding of the text when referring to details in the text and when supporting inferences drawn from the text, and using context to determine the meaning of words and phrases.

Level 3 Proficient Learners: *Proficient learners demonstrate proficiency* in their performance on this standards-aligned assessment. Students performing at the proficient level may need additional practice with understanding and analyzing grade-level literary and informational text, showing understanding of the text when referring to details in the text and when supporting inferences drawn from the text, and using context to determine the meaning of words and phrases.

Level 2 Developing Learners: *Developing learners demonstrate partial proficiency* in their performance on this standards-aligned assessment. Students performing at the developing level may need additional reinforcement, practice, and support with understanding and analyzing grade-level literary and informational text, showing understanding of the text when referring to details in the text and when supporting inferences drawn from the text, and using context to determine the meaning of words and phrases.

Level 1 Beginning Learners: *Beginning learners do not yet demonstrate proficiency* in their performance on this standards-aligned assessment. Students performing at the beginning level may need additional modeling, reinforcement, and more explicit practice with understanding and analyzing grade-level literary and informational text, showing understanding of the text when referring to details in the text and when supporting inferences drawn from the text, and using context to determine the meaning of words and phrases.

4

2.1.5 Sample ISR (Mathematics)

MCAP
Maryland Comprehensive Assessment Program

FIRSTNAME M. LASTNAME

Date of Birth: 05/20/2007 ID: MA03040032 **Grade: 8**
Local Education Agency (LEA): SAMPLE DISTRICT NAME
SAMPLE SCHOOL ONE NAME
MARYLAND

ALGEBRA I   FALL BLOCK 2023

Mathematics Assessment Report, 2023–2024

This report shows the level of proficiency attained by FIRSTNAME on the MCAP Assessment. The results from this summative assessment reflect a snapshot of your child's progress towards meeting the Maryland College and Career Readiness expectations. These results should be used with school and district level assessments to gauge your child's progress towards proficiency in mathematics.

How Can You Use This Report?
Ask your child's teachers:

- What do you see as my child's academic strengths and areas for improvement?
- How will you use these test results to provide remediation or enrichment to my child during this academic year?
- How can I work with my child to support your efforts in improving my child's academic performance?

MCAP Resources
Maryland's College and Career Ready Standards -
https://marylandpublicschools.org/about/Pages/DCAA/Math/MCCRSM.aspx.

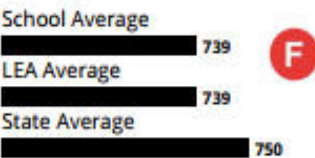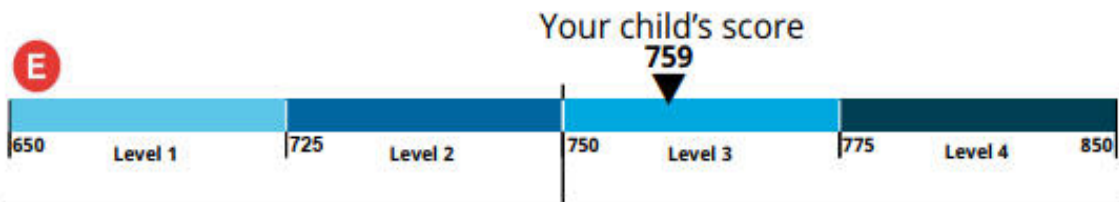MCAP Mathematics Practice Tests - https://support.mdassessments.com/practice-tests/math
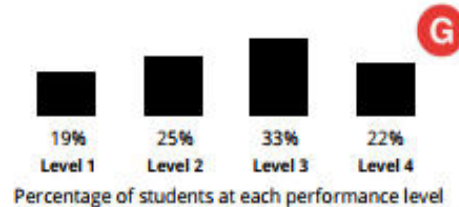
How Did FIRSTNAME Perform Overall?

Performance Level 3

The MCAP Performance Level Descriptors (PLDs) provide high-level descriptions of a student's ability to apply the knowledge and skills defined by the Maryland Content Standards for Mathematics. See side two of this report for specific information on your child's performance in the area of mathematics.

- **Level 4** Distinguished Learner
- **Level 3** Proficient Learner
- **Level 2** Developing Learner
- **Level 1** Beginning Learner

Your child's score
759

| 650 | Level 1 | 725 | Level 2 | 750 | Level 3 | 775 | Level 4 | 850 |

School Average **739**
LEA Average **739**
State Average **750**

650   725   750   775   850

How Students in Maryland Performed

| 19% | 25% | 33% | 22% |
| Level 1 | Level 2 | Level 3 | Level 4 |

Percentage of students at each performance level

The charts above allow you to compare your child's level of performance to other students who took the same assessment across the school, district, and state.

FIRSTNAME M. LASTNAME

MCAP How Did Your Child Perform in Areas of Mathematics?

CONTENT

J Your child performed about the same as other **Proficient or Distinguished Learners** who demonstrated proficiency or advanced proficiency of the grade level content. Students demonstrate proficiency of the course level content by solving problems involving conceptual understanding, procedural knowledge, and application of the real number system, structure in expressions, creating equations, interpreting and building linear, quadratic and exponential functions, and interpreting categorical and quantitative data.

REASONING

Your child performed about the same as other **Developing Learners** who demonstrated partial proficiency of mathematical reasoning for this course or grade level. Students demonstrate proficiency of mathematical reasoning by solving problems and providing solutions that exhibit an ability to reason mathematically based on the course or grade level content.

MODELING

Your child performed about the same as other **Proficient or Distinguished Learners** who demonstrated proficiency or advanced proficiency of mathematical modeling for this course or grade level. Students demonstrate understanding of mathematical modeling by solving problems and providing solutions that exhibit the ability to apply the modeling process based on the course or grade level content.

LEGEND
Your child performed about the same as: **K**

| Distinguished or Proficient Learners | Developing Learners | Beginning Learners |

Mathematics Performance Level Descriptors (PLDs) **L**

More information on the PLDs can be found at https://marylandpublicschools.org/about/Pages/DAAIT/Assessment/MCAP/Math.aspx

Level 4 Distinguished Learners: *Distinguished Learners demonstrate advanced proficiency* in solving complex problems involving number and quantity, algebra, functions, and statistics, and demonstrates an ability to connect multiple grade-level concepts to conceptualize and apply mathematics to model, reason through, and solve problems efficiently, and relate mathematics to the real world. The students are well prepared for the next grade level or course and are well prepared for college and career readiness.

Level 3 Proficient Learners: *Proficient Learners demonstrate proficiency* in solving problems involving number and quantity, algebra, functions, and statistics, and demonstrates an ability to conceptualize and apply mathematics to model, reason through, and solve problems efficiently, and relate mathematics to the real world. The students are prepared for the next grade level or course and are on track for college and career readiness.

Level 2 Developing Learners: *Developing Learners demonstrate partial proficiency* in solving problems involving number and quantity, algebra, functions, and statistics, and may need some support in conceptualizing and applying mathematics to model, reason through, and solve problems efficiently, and in relating mathematics to the real world. The students need additional academic support to ensure success in the next grade level or course and to be on track for college and career readiness.

Level 1 Beginning Learners: *Beginning Learners do not yet demonstrate proficiency* in solving problems involving number and quantity, algebra, functions, and statistics where the required mathematics is either directly indicated or uses common grade level procedures, and typically needs support in conceptualizing and applying mathematics to model, reason through, and solve problems efficiently, and in relating mathematics to the real world. The students need substantial academic support to be prepared for the next grade level or course and to be on track for college and career readiness.

2.1.6 General Description of Individual Student Reports

A. Identification Information
An Individual Student Report lists the student's name, date of birth, state student ID, grade level when assessed, LEA name, school name, and state. The grade level when assessed is also shown in a box on the left side of the report.

B. Description of Report
The description of the report provides the grade level/course assessed, content area assessed, and assessment year. It also provides a general overview of the assessment and score report.

C. How to use the Report
This section provides guidance on how parents can use the report to start a discussion with their child's teacher(s). It is important for parents and educators to have regular check-ins to ensure students are learning the necessary skills to stay on track. Parents can use the information in the report to understand their child's strengths and needs and to work with educators to identify resources to support his or her education.

2.1.7 Overall Assessment Scores

D. Overall Scale Score and Performance Level
This section of the report provides the student's overall scale score and performance level (refer to Section 2.1). Students receive an overall scale score and based on that score, are placed in one of four performance levels, with Level 4 indicating the student is a distinguished learner and Level 1 indicating the student is a beginning learner.

E. Graphical Representation of Overall Performance: Overall Scale Score and Performance Level
This graphic provides an illustration of the four performance levels and where the student's overall scale score is positioned along the performance scale. The student's score is indicated by the black triangle positioned along the range of overall scale scores that define each performance level. The ranges of overall scale scores are indicated underneath the graphic. The cut scores on the sample ELA/L and Mathematics Individual Student Report in this document do not indicate the actual cut scores found on your child's report.

F. Average of School, LEA, State
The average overall scale scores of the school, LEA, and state are shown below the overall scale score and performance level graphic. This allows for comparing a student's overall scale score to the average overall scale score of students at the school, LEA, and state level for the same grade level or course.

G. Percentage of Students at Each Performance
This section provides a bar graph showing the percentage of students within the state who performed at each of the four performance levels.

2.1.8 Performance by Reporting Category

NOTE: *For mathematics, reporting categories are not included. For this reason, there are no markers for the letters H and I on the sample mathematics ISR.*

H. Reporting Category
For English language arts/literacy, there are two reporting categories, Reading and Writing, indicated by a bold heading.

I. Average of School, LEA, State for each Reporting Category

For the English language arts/literacy ISR, student performance for each reporting category is provided as a scale score (refer to Section 2.1.1) on a scale different from the overall scale score. For this reason, the sum of the scale scores will not equal the overall scale score. For reference, this section includes scale scores for each reporting category, Reading and Writing.

2.1.9 Performance by Subclaim

J. Subclaim Category

Within each reporting category for English language arts/literacy are specific skill sets (subclaims) students demonstrate on the MCAP ELA/L assessment. Subclaims are provided for mathematics but are not listed under-reporting categories. Each subclaim category includes the header identifying the subclaim, an explanatory icon representing the student's performance, and an explanation of the student's level of proficiency with that subclaim.

K. Subclaim Performance Indicators

A student's subclaim category represents how well the student performed in the subclaim. As with overall and reporting category scores, a measure of student proficiency for each subclaim is estimated on a common, underlying measurement scale. Performance in the Level 3-4 range of that scale is categorized as "Distinguished or Proficient Learners", performance in the Level 2 range is categorized as "Developing Learners", and performance in the Level 1 range is categorized as "Beginning Learners."

2.1.10 Performance Level Descriptors

L. Performance Level Descriptors (specific to grade/subject)

The report provides the performance level descriptors for the grade level and content area.