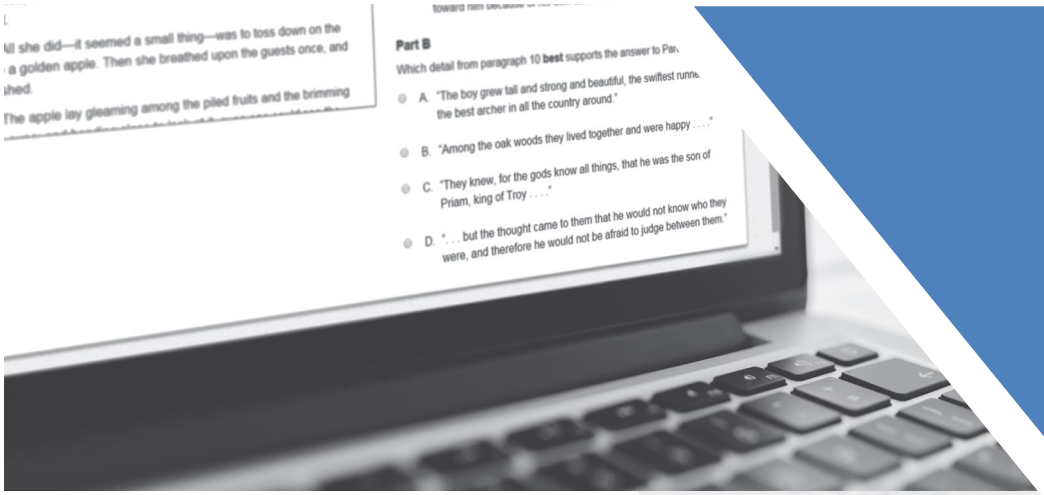
# 2021-2022

MARYLAND STATE DEPARTMENT OF EDUCATION

EQUITY AND EXCELLENCE



# MCAP ELA/Math Score Report Interpretation Guide

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# 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.

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MCAP
Maryland Comprehensive Assessment Program
GRADE 8 ELA/L

A **FIRSTNAME M. LASTNAME**
Date of Birth: 10/22/2009 ID: EL08040013 **Grade: 8**
SAMPLE DISTRICT NAME
SAMPLE SCHOOL ONE NAME
MARYLAND
SPRING 2022

# English Language Arts/Literacy Assessment Report, 2021–2022

This report shows the level of proficiency attained by FIRSTNAME on this assessment. This assessment is just one measure of how well your child is performing academically.

To try the tools and functionality of the testing platform as well as grade/course level items, visit the Practice Tests found at Test Preparation on http://support.mdassessments.com.

## 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 help my child make progress this school year?

**Learn more about Maryland's College and Career Ready Standards**

These rigorous education standards establish a set of shared goals for what students should understand and be able to do in grades K-12 in order to be prepared for success in college and the workplace. You can learn more about Maryland's K-12 standards at: http://marylandpublicschools.org/programs/Pages/ELA/MCCR.aspx.

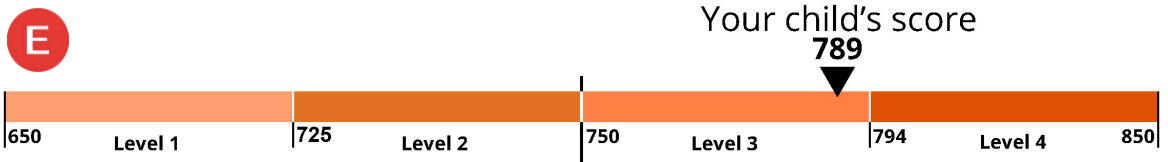
*See side 2 of this report for specific information on your child's performance in reading and writing.*

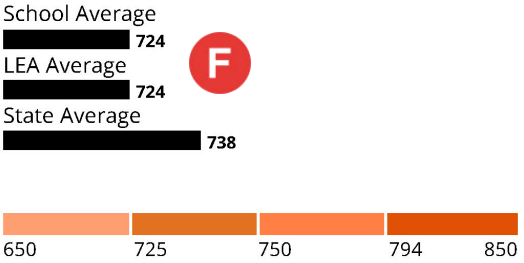
## How Did FIRSTNAME Perform Overall?

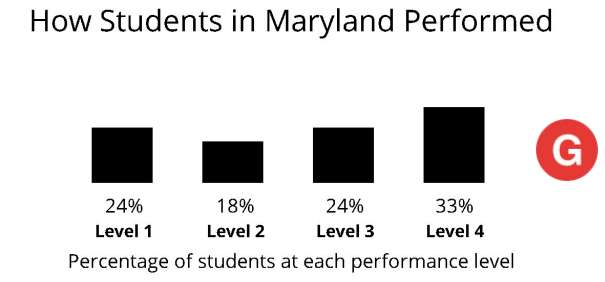
**Performance Level 3**

A description of the Performance Levels can be found on the back of this page.

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




**How are assessment results used?**

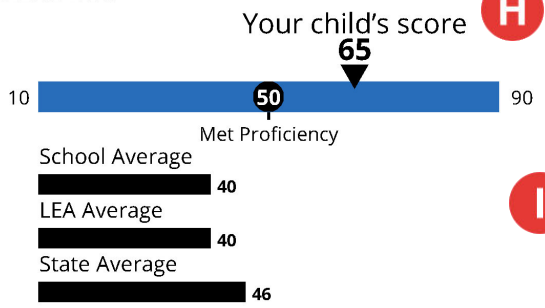
Results from the assessment give your child's teacher, school, and school district information about their academic performance, and provide you with some insight as to your child's level of learning. These results should be used with other assessment results and class work when gauging student performance.

-*- Demonstration Powered by OpenText Exstream 09/28/2022, Version 16.6.31 64-bit -*- FIRSTNAME M. LASTNAME

# How Did Your Child Perform in Reading and Writing?

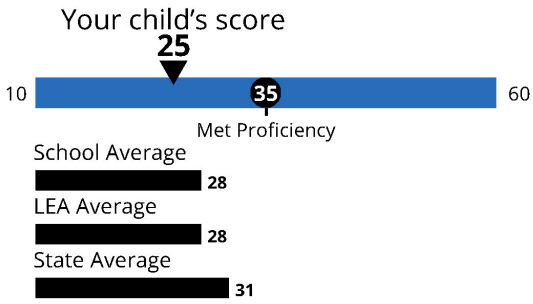
## READING

H




I

## WRITING




### 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.

### 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.

K

**LEGEND**

Your child performed about the same as:

- **Distinguished or Proficient Learners**
- **Developing Learners**
- **Beginning Learners**

L

## English Language Arts/Literacy Performance Level Descriptions

**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.

MCAP Maryland Comprehensive Assessment Program

## 2.1.5 Sample ISR (Mathematics)

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MCAP Maryland Comprehensive Assessment Program

**GRADE 8 MATH**

A **FIRSTNAME M. LASTNAME**
Date of Birth: 12/31/2009 ID: MA06040042 **Grade: 8**
SAMPLE DISTRICT NAME
SAMPLE SCHOOL ONE NAME
MARYLAND
SPRING 2022

# Mathematics Assessment Report, 2021–2022

This report shows the level of proficiency attained by FIRSTNAME on this assessment. This assessment is just one measure of how well your child is performing academically.

To try the tools and functionality of the testing platform as well as grade/course level items, visit the Practice Tests found at Test Preparation on http://support.mdassessments.com.

### 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 help my child make progress this school year?

**Learn more about Maryland's College and Career Ready Standards**

These rigorous education standards establish a set of shared goals for what students should understand and be able to do in grades K-12 in order to be prepared for success in college and the workplace. You can learn more about Maryland's K-12 standards at: http://marylandpublicschools.org/programs/Pages/ELA/MCCR.aspx.

*See side 2 of this report for specific information on your child's performance in mathematics.*

## How Did FIRSTNAME Perform Overall?

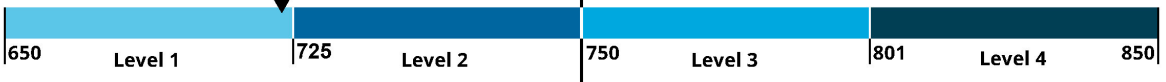
**Performance Level 1** D

A description of the Performance Levels can be found on the back of this page.

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

8

E Your child's score **722**




School Average 706
LEA Average 706
State Average 723 F

### How Students in Maryland Performed G

| 33% | 27% | 21% | 20% |
|---|---|---|---|
| Level 1 | Level 2 | Level 3 | Level 4 |

Percentage of students at each performance level

**How are assessment results used?**

Results from the assessment give your child's teacher, school, and school district information about their academic performance, and provide you with some insight as to your child's level of learning. These results should be used with other assessment results and class work when gauging student performance. C



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-*- Demonstration Powered by OpenText Exstream 09/28/2022, Version 16.6.31 64-bit -*-

FIRSTNAME M. LASTNAME

MCAP Maryland Comprehensive Assessment Program

# 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 grade level content by solving problems involving conceptual understanding, procedural knowledge, and application of number systems, expressions and equations, functions, geometry, statistics and probability.

### 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.

K

**LEGEND**

Your child performed about the same as:

- **Distinguished or Proficient Learners**
- **Developing Learners**
- **Beginning Learners**

L

## Mathematics Performance Level Descriptions

**Level 4 Distinguished Learners:** *Distinguished Learners demonstrate advanced proficiency* in solving complex problems involving the number system, equations or expressions, functions, geometry, statistics and probability, and demonstrates an ability to connect multiple grade-level concepts in order 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 the number system, equations or expressions, functions, geometry, statistics and probability, 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 the number system, equations or expressions, functions, geometry, statistics and probability, 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 the number system, equations or expressions, functions, geometry, statistics and probability 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.

# 3.0 Understanding the MCAP School & LEA Level Reports

## 3.1 Purpose and Use of MCAP Results

The primary purpose of MCAP is to provide high-quality assessments to measure students' progress toward college and career readiness. These results are a helpful tool in evaluating educational programs and student progress. These reports:

- Summarize student achievement
- Describe student performance relative to meeting standards
- Support improvement planning (e.g., prioritize professional learning and resource decisions, advise program alignment with academic standards, reflect on the effectiveness of school initiatives)

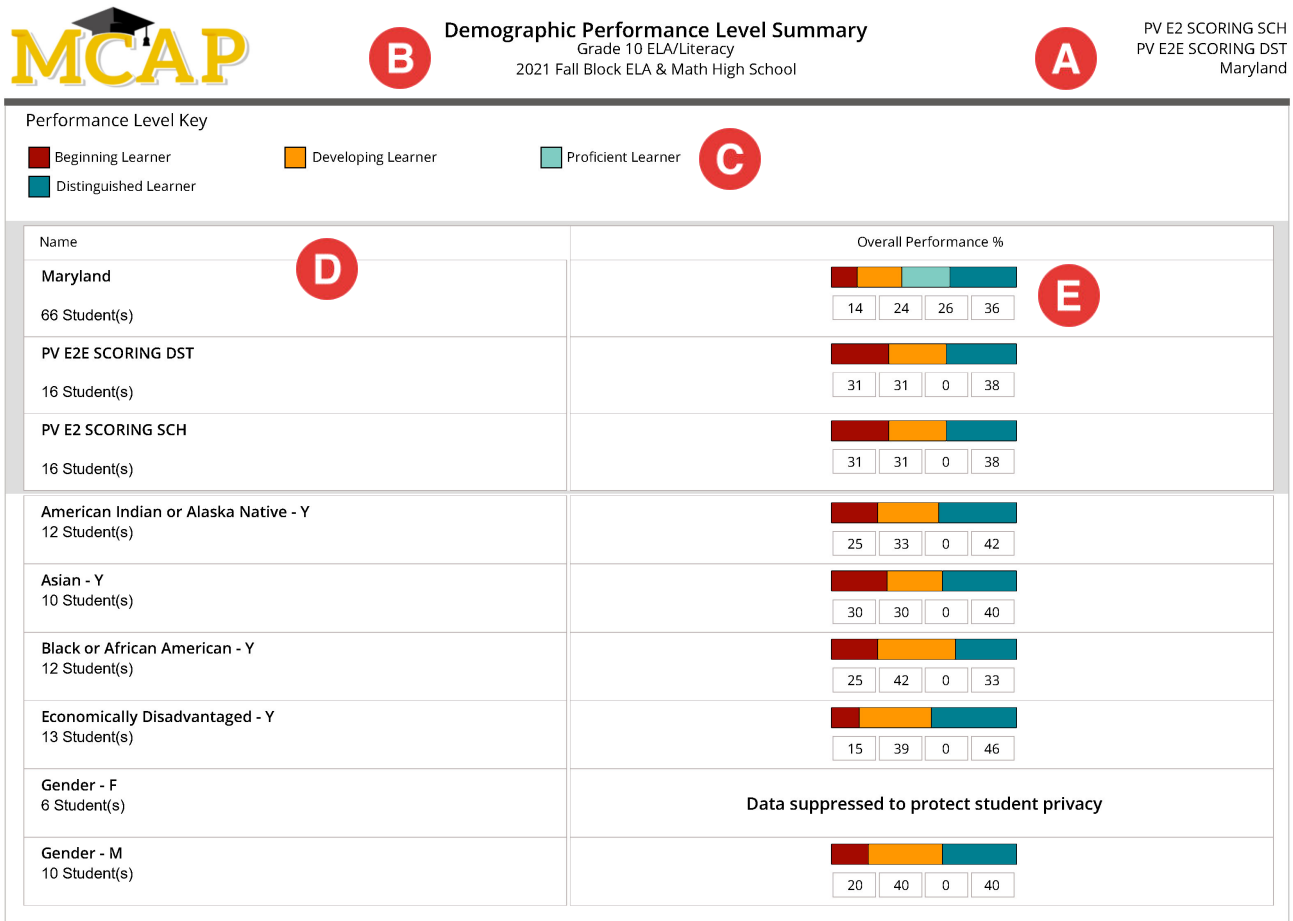
## 3.2 MCAP School and LEA Reports

In addition to Individual Student Reports, schools will receive a school-level and LEA-level Demographic Performance Level Summary, Evidence Statement Analysis, and Content Standards Roster reports.

### 3.2.1 Understanding the Demographic Performance Level Summary (DPLS)

The Demographic Performance Level Summary reports are provided at the School and LEA levels. This report breaks out the performance aggregations into subcategory levels. In some instances, the overall performance will show as "Data suppressed to protect student privacy" in place of 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.

### 3.2.2 Sample of the Demographic Performance Level Summary

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### 3.2.3 Description of the Demographic Performance Level Summary

**A. Identification Information**

The report identifies the LEA and School name.

**B. Description of Report**

The content area of the report, the grade of the assessment, and the administration year are identified.

**C. Performance Level Key**

The report shows the performance level key.

**D. Demographic, Program Categories, and Number of Valid Scores**

The demographic and program categories with student groups are listed on the left side of the table. The number of valid scores appears below the demographic or program category. This includes students with valid scores. Students with no score or who were deleted from Pearson Access are not included.

**E. Performance Level Results**

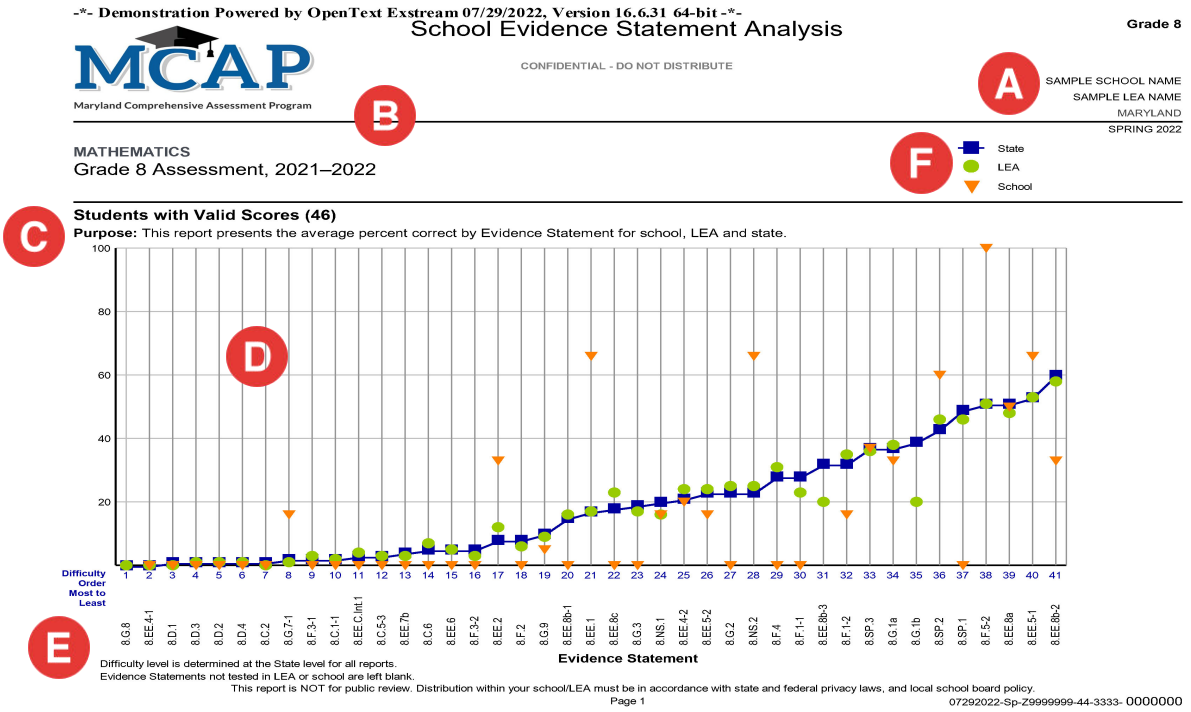
The percentage of students who performed at Distinguished Learner, Proficient Learner, Developing Learner, and Beginning Learner are displayed for each demographic or program student group.

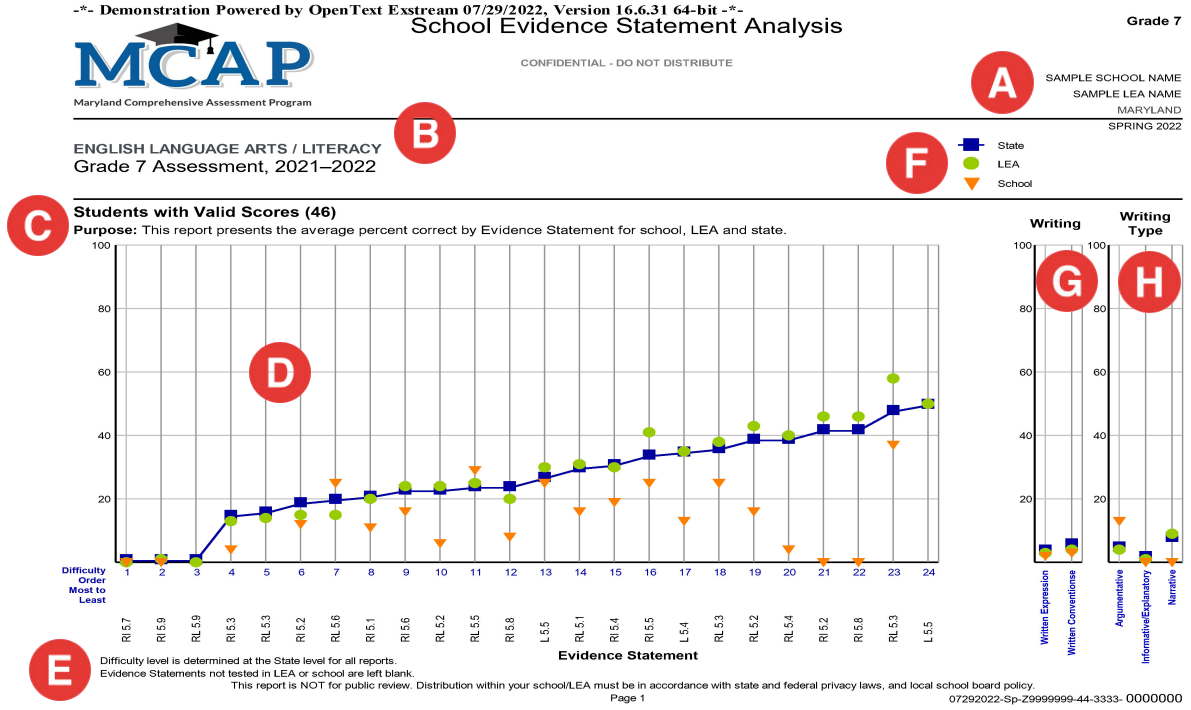
### 3.2.4 Understanding the Evidence Statement Analysis

The Evidence Statement Analysis Report is a two-page report that analyzes the performance of the Maryland evidence statements at a state, LEA, and school level for each operational item represented by items on the MCAP assessments. Information is reported for each grade level and content area.

### 3.2.5 Sample of the Evidence Statement Analysis (Page 1)

The first report below shows an example of a Mathematics report at a school level. The second is an ELA/Literacy report at a school level.



### 3.2.6 Description of the Evidence Statement Analysis (Page 1)

**A. Identification Information**
The report identifies the LEA and School name.

**B. Description of Report**
The content area of the report, the grade of the assessment, and the administration year are identified.

**C. Students with Valid Scores**
The number of valid scores includes students with valid scores. Reportable scores are those records that have met attemptedness, are non-voided records, and are without suppression codes that have excluded them from aggregations. Students who were deleted from Pearson Access are not included.

**D. Graph**
The average percent correct by each cluster of items, combined at an evidence statement level is represented on the chart at a state level, LEA level, and school level. A legend is provided to show which lines represent each level shown. State symbols are connected with a solid line. LEA and school symbols are not connected because depending on the form assignment selection taken at the school or LEA all evidence statements may not be represented. If an evidence statement is not represented at a school or LEA level, there will not be a symbol on the chart for that evidence statement listed. If a symbol is on the chart at zero percent this indicates the evidence statement group had 0% achieved out of the maximum points possible for that school or LEA.

**E. Evidence Statements and Difficulty Order**
The ELA and Math Items on the MCAP assessment are written to Maryland Evidence Statements, which are based on the Maryland College and Career Ready Standards. The evidence statements are placed in order on the graph from most to least difficult. This difficulty order is determined by the performance level of items based on the state level. Evidence statements where the state average points achieved versus the maximum points possible were lower are considered more difficult.

**F. Legend**
The legend for this graph provides a symbol for State, LEA, and School values.

**G. Writing (ELA/L only)**
This section charts information related to the performance of the writing tasks that are included in the MCAP ELA/L assessment.

**H. Writing Type (ELA/L only)**
This section breaks down the writing tasks by the three types of grade-level specific writing included on the MCAP ELA/L assessment.

## 3.2.7 Sample of the Evidence Statement Analysis (Page 2)

The first report below shows an example of a Mathematics report at a school level. The second is an ELA/Literacy report at a school level.

-*- Demonstration Powered by OpenText Exstream 07/29/2022, Version 16.6.31 64-bit -*-

School Evidence Statement Analysis

Grade 8

CONFIDENTIAL - DO NOT DISTRIBUTE

MCAP Maryland Comprehensive Assessment Program

SAMPLE SCHOOL NAME
SAMPLE LEA NAME
MARYLAND
SPRING 2022

This report shows the operational Evidence Statements for the given grade and subject sorted by difficulty.

MATHEMATICS

Grade 8 Assessment, 2021–2022

| Difficulty Order Most to Least | A Evidence Statement* | B Subclaim | D Item Type | School Student Count (E) |
|---|---|---|---|---|
| 1 | 8.G.8 | Geometry | Math - Type I | 0 |
| 2 | 8.EE.4-1 | Expressions and Equations | Math - Type I | 1 |
| 3 | 8.D.1 | Modeling and Reasoning | Math - Type III | 6 |
| 4 | 8.D.3 | Modeling and Reasoning | Math - Type III | 1 |
| 5 | 8.D.2 | Modeling and Reasoning | Math - Type III | 6 |
| 6 | 8.D.4 | Modeling and Reasoning | Math - Type III | 5 |
| 7 | 8.C.2 | Modeling and Reasoning | Math - Type II | 1 |
| 8 | 8.G.7-1 | Geometry | Math - Type I | 6 |
| 9 | 8.F.3-1 | Functions | Math - Type I | 5 |
| 10 | 8.C.1-1 | Modeling and Reasoning | Math - Type II | 6 |
| 11 | 8.EE.C.Int.1 | Expressions and Equations | Math - Type I | 1 |
| 12 | 8.C.5-3 | Modeling and Reasoning | Math - Type II | 6 |
| 13 | 8.EE.7b | Expressions and Equations | Math - Type I | 6 |
| 14 | 8.C.6 | Modeling and Reasoning | Math - Type II | 5 |
| 15 | 8.EE.6 | Expressions and Equations | Math - Type I | 6 |
| 16 | 8.F.3-2 | Functions | Math - Type I | 1 |
| 17 | 8.EE.2 | Expressions and Equations | Math - Type I | 6 |
| 18 | 8.F.2 | Functions | Math - Type I | 6 |
| 19 | 8.G.9 | Geometry | Math - Type I | 5 |
| 20 | 8.EE.8b-1 | Expressions and Equations | Math - Type I | 6 |
| 21 | 8.EE.1 | Expressions and Equations | Math - Type I | 6 |
| 22 | 8.EE.8c | Expressions and Equations | Math - Type I | 5 |
| 23 | 8.G.3 | Geometry | Math - Type I | 5 |
| 24 | 8.NS.1 | The Number System | Math - Type I | 6 |
| 25 | 8.EE.4-2 | Expressions and Equations | Math - Type I | 5 |
| 26 | 8.EE.5-2 | Expressions and Equations | Math - Type I | 6 |
| 27 | 8.G.2 | Geometry | Math - Type I | 1 |
| 28 | 8.NS.2 | The Number System | Math - Type I | 6 |
| 29 | 8.F.4 | Functions | Math - Type I | 1 |
| 30 | 8.F.1-1 | Functions | Math - Type I | 6 |
| 31 | 8.EE.8b-3 | Expressions and Equations | Math - Type I | 0 |
| 32 | 8.F.1-2 | Functions | Math - Type I | 6 |
| 33 | 8.SP.3 | Statistics and Probability | Math - Type I | 6 |
| 34 | 8.G.1a | Geometry | Math - Type I | 6 |

* Evidence Statements are based on the Maryland College and Career Ready Standards

continued

**Item Type Key** (F)

- Type I - Content, Reasoning or Modeling machine scored items (1 point)
- Type II -- Reasoning Constructed Response items (3-4 points)
- Type III - Modeling Constructed Response items (3-4 points)

Evidence Statements linked to Modeling and Reasoning domains are comprised of items that are considered either On Grade Level (OGL) or Securely Held Knowledge (SHK). For more information click the Evidence Statement link below and search for "on grade level" or "securely held knowledge."

**To access the Evidence Statements and Standards for mathematics use the link below.** (G)
https://marylandpublicschools.org/about/Pages/DAAIT/Assessment/MCAP/Math.aspx

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School Evidence Statement Analysis

Grade 7

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MCAP Maryland Comprehensive Assessment Program

SAMPLE SCHOOL NAME
SAMPLE LEA NAME
MARYLAND
SPRING 2022

This report shows the operational Evidence Statements for the given grade and subject sorted by difficulty.

ENGLISH LANGUAGE ARTS / LITERACY

Grade 7 Assessment, 2021–2022

| Difficulty Order Most to Least | A Evidence Statement* | C Domain | School Student Count (E) |
|---|---|---|---|
| 1 | RI 5.7 | Reading: Informational Text | 4 |
| 2 | RI 5.9 | Reading: Informational Text | 6 |
| 3 | RL 5.9 | Reading: Literature | 0 |
| 4 | RI 5.3 | Reading: Informational Text | 6 |
| 5 | RL 5.3 | Reading: Literature | 0 |
| 6 | RI 5.2 | Reading: Informational Text | 4 |
| 7 | RL 5.6 | Reading: Literature | 4 |
| 8 | RI 5.1 | Reading: Informational Text | 6 |
| 9 | RI 5.6 | Reading: Informational Text | 6 |
| 10 | RL 5.2 | Reading: Literature | 6 |
| 11 | RL 5.5 | Reading: Literature | 6 |
| 12 | RI 5.8 | Reading: Informational Text | 6 |
| 13 | L 5.5 | Language | 2 |
| 14 | RL 5.1 | Reading: Literature | 6 |
| 15 | RI 5.4 | Reading: Informational Text | 6 |
| 16 | RI 5.5 | Reading: Informational Text | 2 |
| 17 | L 5.4 | Language | 6 |
| 18 | RL 5.3 | Reading: Literature | 6 |
| 19 | RL 5.2 | Reading: Literature | 6 |
| 20 | RL 5.4 | Reading: Literature | 6 |
| 21 | RI 5.2 | Reading: Informational Text | 2 |
| 22 | RI 5.8 | Reading: Informational Text | 2 |
| 23 | RL 5.3 | Reading: Literature | 4 |
| 24 | L 5.5 | Language | 0 |

* Evidence Statements are based on the Maryland College and Career Ready Standards

### 3.2.8 Description of the Evidence Statement Analysis (Page 2)

**A. Evidence Statements**
The evidence statements are listed in the same order as on the page 1 graph, from most to least difficult.

**B. Subclaim (Mathematics only)**
The mathematics subclaim information is listed in this column.

**C. Domain (ELA/L only)**
The domain level is listed in this column.

**D. Item Type (Mathematics only)**
The item type column includes all item types for the items included in each Evidence Statement Category.

**E. Student Item Count**
The student count represents the number of students whose form of the assessment contained an item or items written to the evidence statement listed in column A. The count may differ by row as there are different forms of the assessment and not all forms include all items or evidence statements.

**F. Item Type Key (Mathematics only)**
The item type key provides information on each of the mathematics item types.

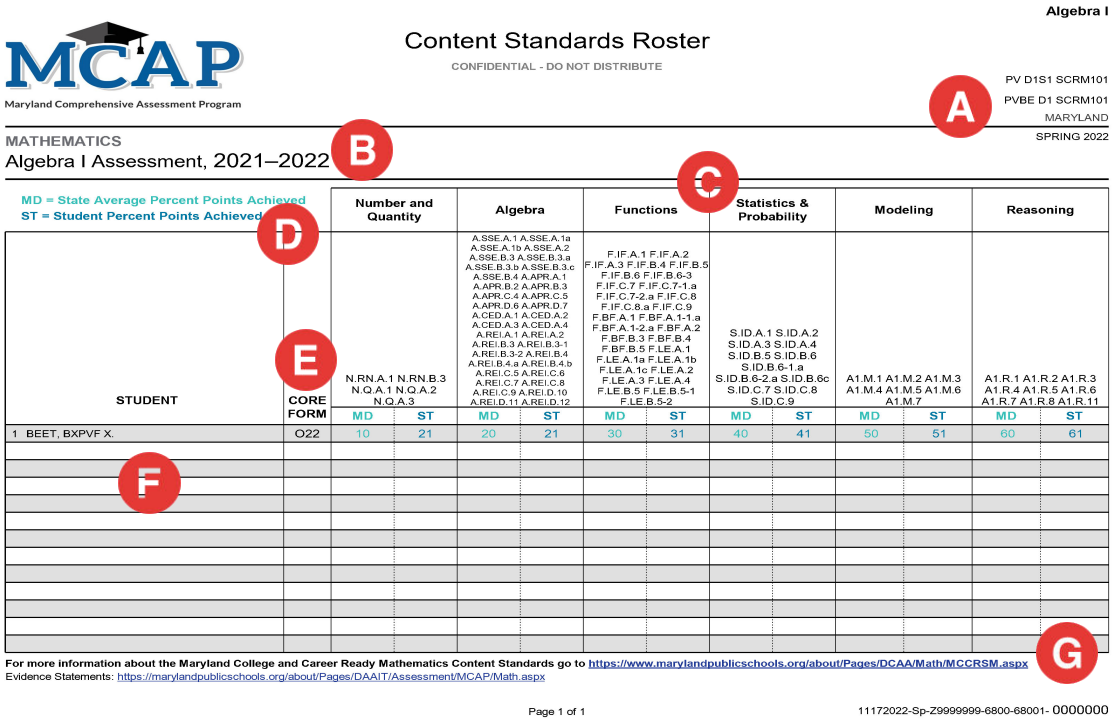
**G. Additional Information**
Links to more detailed information on the MCAP Evidence Statements and Maryland College and Career Ready Standards are provided at the bottom of the report.

### 3.2.9 Understanding the Content Standards Roster

The Content Standards Roster Report analyzes the student performance of operational items on the MCAP assessment based on the Maryland College and Career Ready Standards. The report is by grade level and content area at the school level.

### 3.2.10 Sample of the Content Standards Roster (Page 1)

The first report below shows an example of a Mathematics report at a school level. The second is an ELA/Literacy report at a school level.



Algebra I

MCAP Maryland Comprehensive Assessment Program

Content Standards Roster

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A
PV D1S1 SCRM101
PVBE D1 SCRM101
MARYLAND
SPRING 2022

MATHEMATICS
Algebra I Assessment, 2021–2022 B

C

MD = State Average Percent Points Achieved
ST = Student Percent Points Achieved D

| STUDENT | CORE FORM E | Number and Quantity | | Algebra | | Functions | | Statistics & Probability | | Modeling | | Reasoning | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | N.RN.A.1 N.RN.B.3 N.Q.A.1 N.Q.A.2 N.Q.A.3 | | A.SSE.A.1 A.SSE.A.1a A.SSE.A.1b A.SSE.A.2 A.SSE.B.3 A.SSE.B.3.a A.SSE.B.3.b A.SSE.B.3.c A.SSE.B.4 A.APR.A.1 A.APR.B.2 A.APR.B.3 A.APR.C.4 A.APR.C.5 A.APR.D.6 A.APR.D.7 A.CED.A.1 A.CED.A.2 A.CED.A.3 A.CED.A.4 A.REI.A.1 A.REI.A.2 A.REI.B.3 A.REI.B.3-1 A.REI.B.3-2 A.REI.B.4 A.REI.B.4.a A.REI.B.4.b A.REI.C.5 A.REI.C.6 A.REI.C.7 A.REI.C.8 A.REI.C.9 A.REI.D.10 A.REI.D.11 A.REI.D.12 | | F.IF.A.1 F.IF.A.2 F.IF.A.3 F.IF.B.4 F.IF.B.5 F.IF.B.6 F.IF.B.6-3 F.IF.C.7 F.IF.C.7-1.a F.IF.C.7-2.a F.IF.C.8 F.IF.C.8.a F.IF.C.9 F.BF.A.1 F.BF.A.1-1.a F.BF.A.1-2.a F.BF.A.2 F.BF.B.3 F.BF.B.4 F.BF.B.5 F.LE.A.1 F.LE.A.1a F.LE.A.1b F.LE.A.1c F.LE.A.2 F.LE.A.3 F.LE.A.4 F.LE.B.5 F.LE.B.5-1 F.LE.B.5-2 | | S.ID.A.1 S.ID.A.2 S.ID.A.3 S.ID.A.4 S.ID.B.5 S.ID.B.6 S.ID.B.6-1.a S.ID.B.6-2.a S.ID.B.6c S.ID.C.7 S.ID.C.8 S.ID.C.9 | | A1.M.1 A1.M.2 A1.M.3 A1.M.4 A1.M.5 A1.M.6 A1.M.7 | | A1.R.1 A1.R.2 A1.R.3 A1.R.4 A1.R.5 A1.R.6 A1.R.7 A1.R.8 A1.R.11 | |
| | | MD | ST | MD | ST | MD | ST | MD | ST | MD | ST | MD | ST |
| 1 BEET, BXPVF X. | O22 | 10 | 21 | 20 | 21 | 30 | 31 | 40 | 41 | 50 | 51 | 60 | 61 |

F

For more information about the Maryland College and Career Ready Mathematics Content Standards go to https://www.marylandpublicschools.org/about/Pages/DCAA/Math/MCCRSM.aspx G
Evidence Statements: https://marylandpublicschools.org/about/Pages/DAAIT/Assessment/MCAP/Math.aspx

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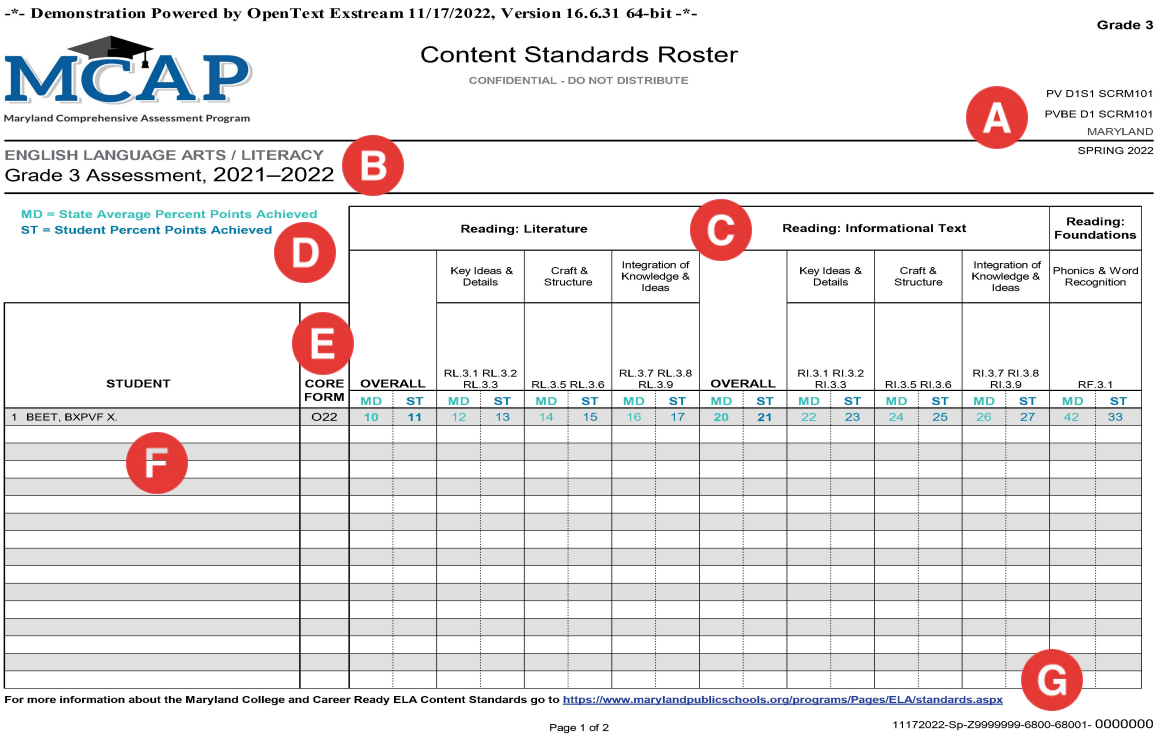

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Grade 3

MCAP Maryland Comprehensive Assessment Program

Content Standards Roster

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A
PV D1S1 SCRM101
PVBE D1 SCRM101
MARYLAND
SPRING 2022

ENGLISH LANGUAGE ARTS / LITERACY
Grade 3 Assessment, 2021–2022 B

C

MD = State Average Percent Points Achieved
ST = Student Percent Points Achieved D

| STUDENT | CORE FORM E | Reading: Literature | | | | | | | | Reading: Informational Text | | | | | | Reading: Foundations | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | OVERALL | | Key Ideas & Details | | Craft & Structure | | Integration of Knowledge & Ideas | | OVERALL | | Key Ideas & Details | | Craft & Structure | | Integration of Knowledge & Ideas | | Phonics & Word Recognition | |
| | | | | RL.3.1 RL.3.2 RL.3.3 | | RL.3.5 RL.3.6 | | RL.3.7 RL.3.8 RL.3.9 | | | | RI.3.1 RI.3.2 RI.3.3 | | RI.3.5 RI.3.6 | | RI.3.7 RI.3.8 RI.3.9 | | RF.3.1 | |
| | | MD | ST | MD | ST | MD | ST | MD | ST | MD | ST | MD | ST | MD | ST | MD | ST | MD | ST |
| 1 BEET, BXPVF X. | O22 | 10 | 11 | 12 | 13 | 14 | 15 | 16 | 17 | 20 | 21 | 22 | 23 | 24 | 25 | 26 | 27 | 42 | 33 |

F

For more information about the Maryland College and Career Ready ELA Content Standards go to https://www.marylandpublicschools.org/programs/Pages/ELA/standards.aspx G

Page 1 of 2

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### 3.2.11 Description of the Content Standards Roster (Page 1)

**A. Identification Information**
The report identifies the LEA and School name.

**B. Description of Report**
The content area of the report, the grade of the assessment, and the administration year are identified.

**C. Domain and Standard**
All operational items are combined into the MCAP domain and standard group into which it applies. Some items represent multiple standards and may therefore be included in multiple groups on the report. If a domain has more than one standard for that grade level, then a total column will also be provided.

**D. State Average and Student Percent Achieved**
This column provides the average percent achieved for all students in the state and the student percent achieved for students with valid scores for each domain and standard group at an operational form combination.

**E. Core Form**
This column indicates the operational core form taken by each student listed for the MCAP assessment. The form is determined by the core operational form. Form codes starting with the letter P are paper, forms starting with the letter O are online, and forms starting with the letter A are accommodated forms. Comparisons cannot be made for students across domains unless both students took the exact same form for the report administration.

**F. Student Information**
This column provides student information, including last name and first name in alphabetical order. Students are listed if a valid summative score is available.

**G. Additional Information Student Percent Achieved**
The content area of the report, the grade of the assessment, and the administration year are identified.

### 3.2.12 Sample of the Content Standards Roster (Page 2 – ELA/L only)

The report below shows an example of page 2 of the ELA/L Content Standards Roster.

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Grade 3

MCAP Maryland Comprehensive Assessment Program

## Content Standards Roster

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PV D1S1 SCRM101
PVBE D1 SCRM101
MARYLAND
SPRING 2022

ENGLISH LANGUAGE ARTS / LITERACY
Grade 3 Assessment, 2021–2022

MD = State Average Percent Points Achieved
ST = Student Percent Points Achieved

| | | Vocabulary | | | | A Writing | | B Writing Trait | | | | C Writing Type | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | Language | | Reading | | Text Types & Purposes | | Written Expression | | Written Conventions | | Opinion | | Informative / Explanatory | | Narrative | |
| STUDENT | CORE FORM | L.3.1 L.3.2 L.3.3 L.3.4 L.3.5 L.3.6 | | RL.3.4 RI.3.4 | | W.3.1 W.3.2 W.3.3 | | | | | | W.3.1 | | W.3.2 | | W.3.3 | |
| | | MD | ST | MD | ST | MD | ST | MD | ST | MD | ST | MD | ST | MD | ST | MD | ST |
| 1 BEET, BXPVF X. | O22 | 52 | 43 | 54 | 45 | 92 | 53 | 62 | 62 | 64 | 65 | 72 | 73 | 74 | 75 | 76 | 77 |

For more information about the Maryland College and Career Ready ELA Content Standards go to https://www.marylandpublicschools.org/programs/Pages/ELA/standards.aspx

Page 2 of 2

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### 3.2.13 Description of the Content Standards Roster (Page 2 – ELA/L only)

**A. Writing (ELA/L only)**

This column provides information on the writing standards.

**B. Writing Trait (ELA/L only)**

This column charts information related to the performance of the writing tasks that are included in the MCAP ELA/L assessment.

**C. Writing Type (ELA/L only)**

This column breaks down the writing tasks by the three types of items included on the MCAP ELA/L assessment.