Spring 2024

MARYLAND STATE DEPARTMENT OF EDUCATION

EQUITY AND EXCELLENCE
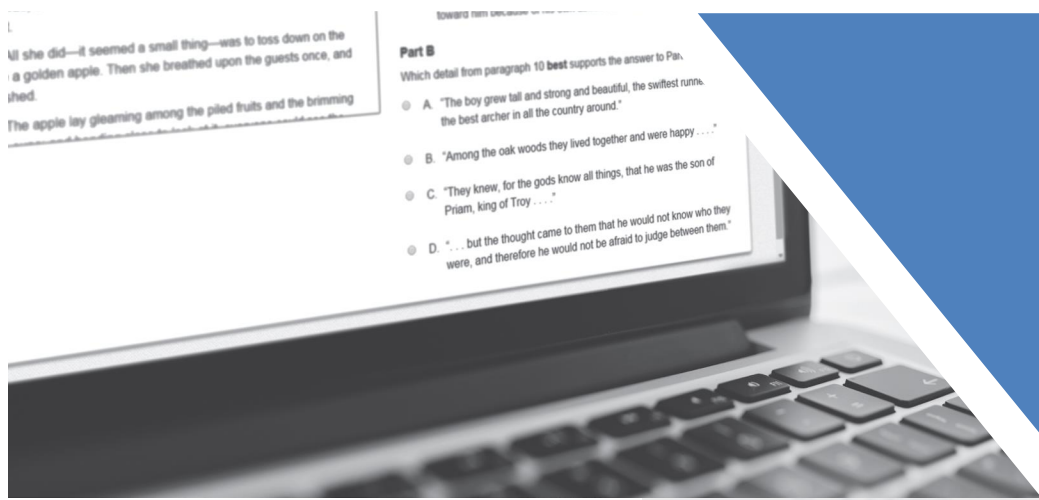
MCAP ELA/Math Score Report Interpretation Guide

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.

-*- Demonstration Powered by OpenText Exstream 08/30/2023, Version 16.6.31 64-bit -*-

(A) **FIRSTNAME M. LASTNAME**

Date of Birth: 10/22/2009 ID: EL08040013 **Grade: 8**
Local Education Agency (LEA): SAMPLE DISTRICT NAME
SAMPLE SCHOOL ONE NAME
MARYLAND

MCAP
Maryland Comprehensive Assessment Program

(B)

GRADE 8 ELA/L   SPRING 2024

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 3** | **(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
789

(E)

| 650 | Level 1 | 725 | Level 2 | 750 | Level 3 | 788 | Level 4 | 850 |

School Average
724 **(F)**
LEA Average
724
State Average
738

| 650 | 725 | 750 | 788 | 850 |

How Students in Maryland Performed

(G)

| 24% | 18% | 24% | 33% |
| Level 1 | Level 2 | Level 3 | Level 4 |

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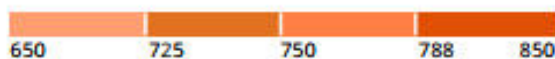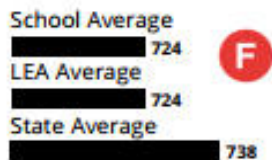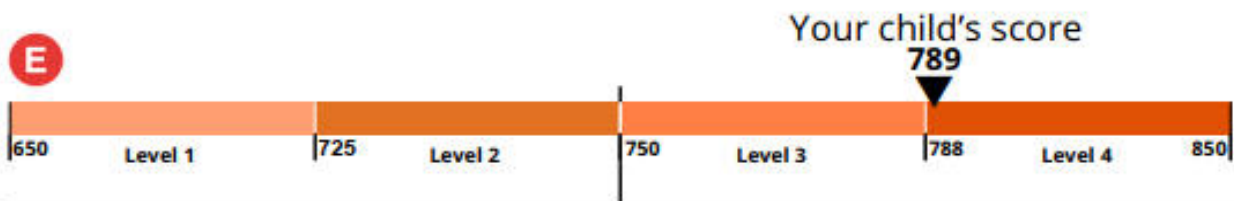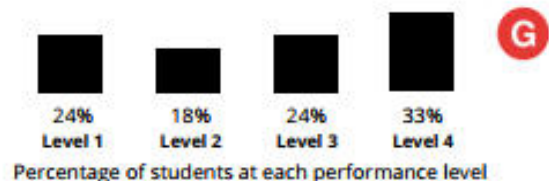
The charts above allow you to compare your child's level of performance to other students who took the same assessment across the school, district, and state.

MCAP How Did Your Child Perform in Reading and Writing?

READING

H

Your child's score
65

| 10 | 50 | 90 |

Met Proficiency

School Average
40

LEA Average
40

State Average
46

I

○ 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
28

LEA Average
28

State Average
31

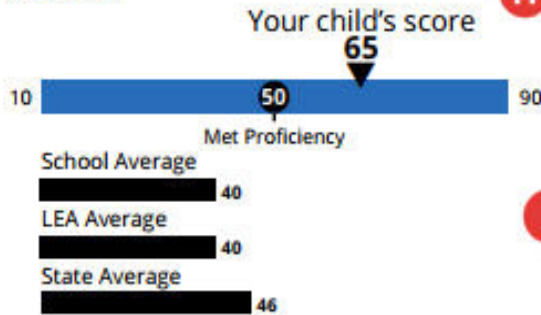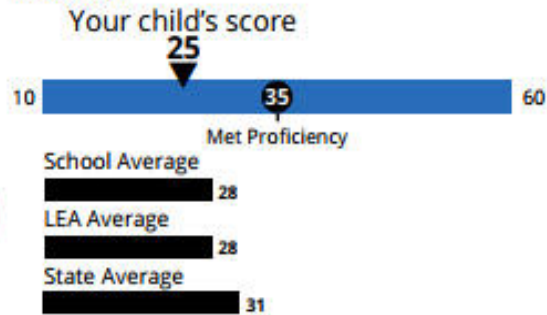### ◐ WRITTEN EXPRESSION

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.

LEGEND

K

Your child performed about the same as:

● **Distinguished or Proficient Learners**   ◐ **Developing Learners**   ○ **Beginning Learners**

English Language Arts/Literacy Performance Level Descriptors (PLDs)

L

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

A FIRSTNAME M. LASTNAME

Date of Birth: 12/31/2009 ID: MA06040042 **Grade: 8**
Local Education Agency (LEA): SAMPLE DISTRICT NAME
SAMPLE SCHOOL ONE NAME
MARYLAND

GRADE 8 MATHEMATICS **B** SPRING 2024

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? **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://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 1 **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 Mathematics. See side two of this report for specific information on your child's performance in the area of mathematics.
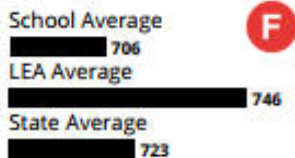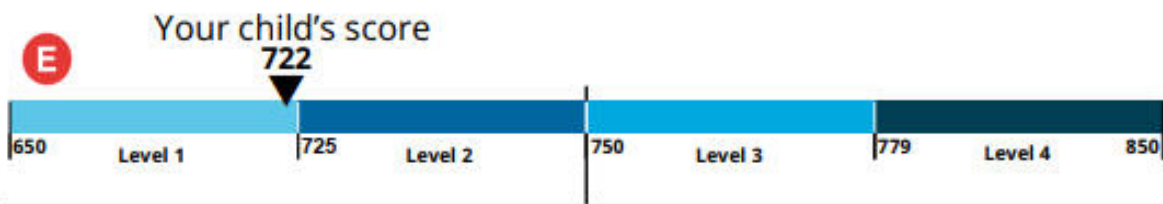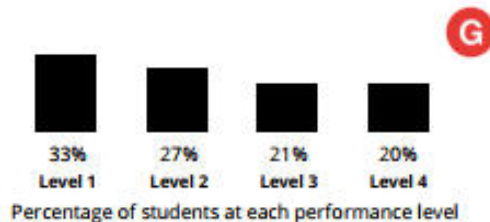
Level 4 Distinguished Learner
Level 3 Proficient Learner
Level 2 Developing Learner
Level 1 Beginning Learner

E **Your child's score**
722

| 650 | Level 1 | 725 | Level 2 | 750 | Level 3 | 779 | Level 4 | 850 |

School Average **F**
706
LEA Average
746
State Average
723

650 725 750 779 850

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

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.

5

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.

LEGEND
K

Your child performed about the same as:

● **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 the number system, equations or expressions, functions, geometry, statistics, and probability, 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 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.

6

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
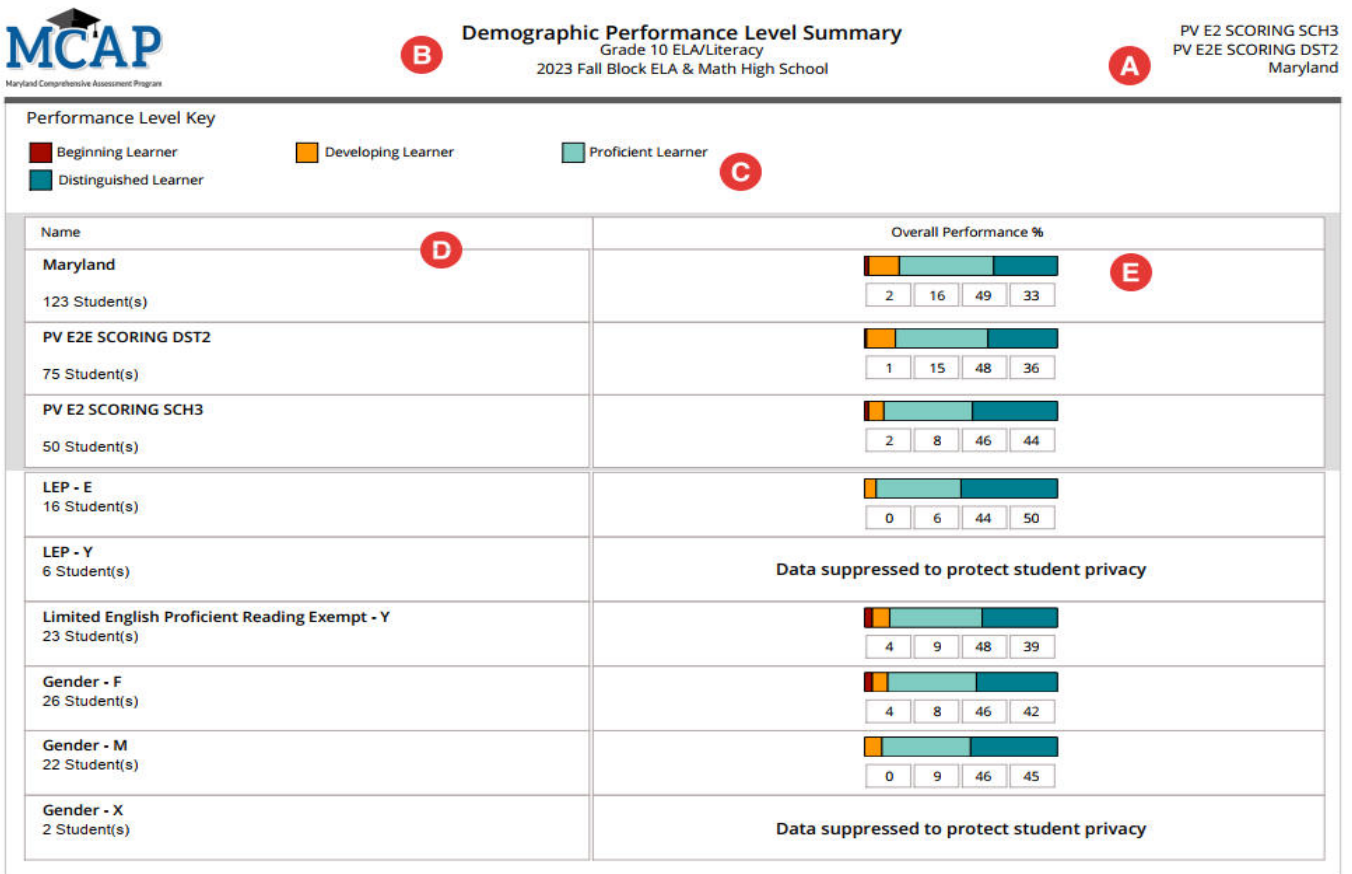
3.2.3 Description of the Demographic Performance Level Summary

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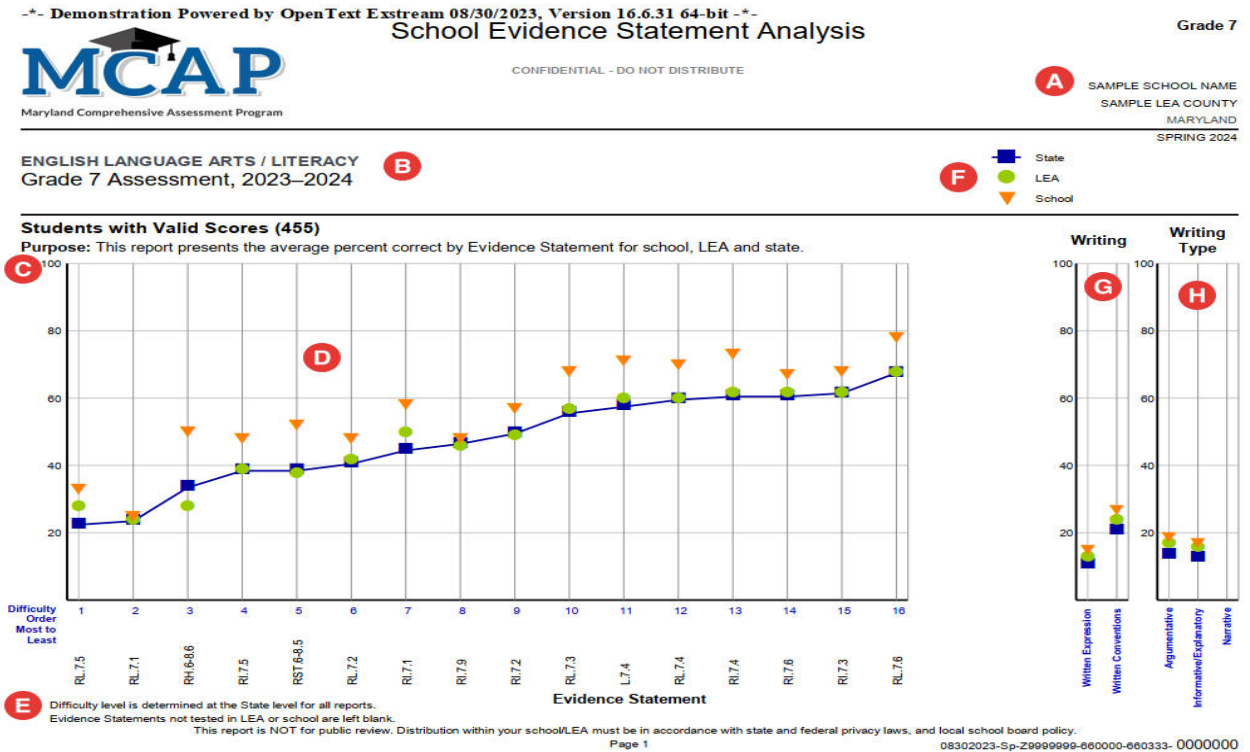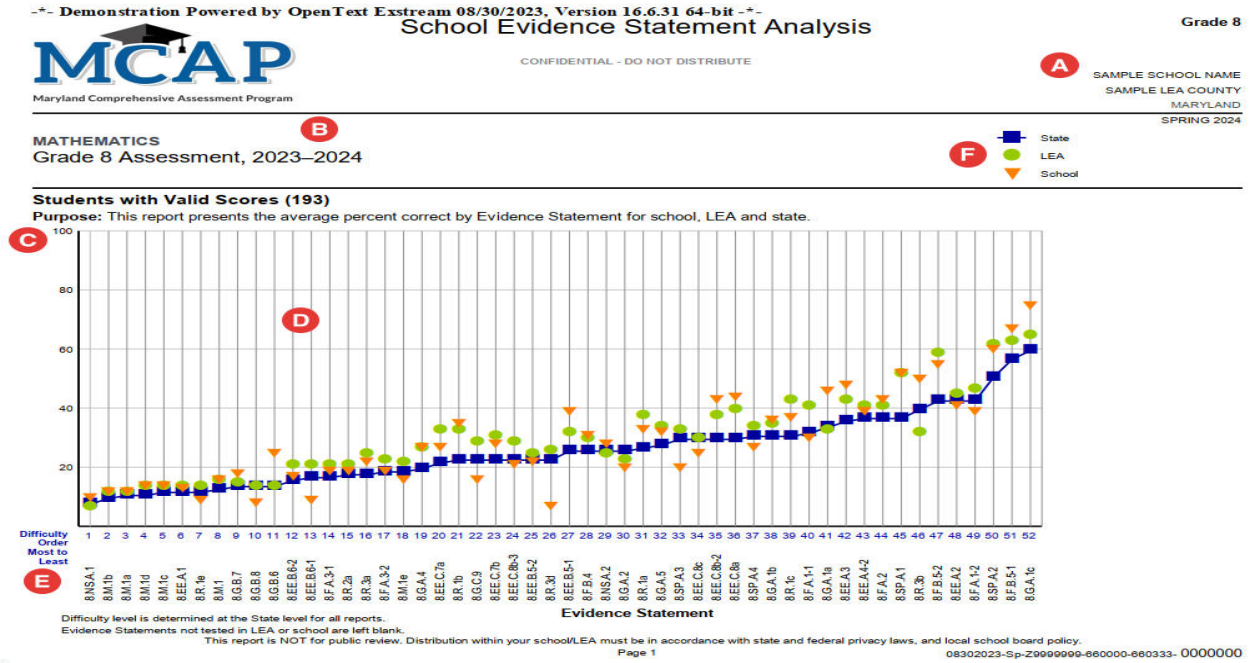
3.2.6 Description of the Evidence Statement Analysis (Page 1)

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.

School Evidence Statement Analysis

Grade 8

CONFIDENTIAL - DO NOT DISTRIBUTE

SAMPLE SCHOOL NAME
SAMPLE LEA COUNTY
MARYLAND
SPRING 2024

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

MATHEMATICS
Grade 8 Assessment, 2023–2024

Difficulty Order Most to Least	Evidence Statement* (A)	Subclaim (B)	Item Type (D)	School Student Count (E)
1	8.NS.A.1	Content	Math – Type I	183
2	8.M.1b	Modeling	Math – Type I; Math – Type III	193
3	8.M.1a	Modeling	Math – Type I; Math – Type III	187
4	8.M.1d	Modeling	Math – Type I; Math – Type III	193
5	8.M.1c	Modeling	Math – Type I; Math – Type III	193
6	8.EE.A.1	Content	Math – Type I	193
7	8.R.1e	Reasoning	Math – Type I	44
8	8.M.1	Modeling	Math – Type I; Math – Type III	193
9	8.G.B.7	Content Modeling	Math – Type I; Math – Type III	148
10	8.G.B.8	Content Reasoning	Math – Type I	61
11	8.G.B.6	Content	Math – Type I	47
12	8.EE.B.6-2	Content Modeling Reasoning	Math – Type I; Math – Type III	193
13	8.EE.B.6-1	Content Reasoning	Math – Type I	47
14	8.F.A.3-1	Content Reasoning	Math – Type I; Math – Type II	182
15	8.R.2a	Reasoning	Math – Type I; Math – Type II	192
16	8.R.3a	Reasoning	Math – Type I	170
17	8.F.A.3-2	Content Reasoning	Math – Type I; Math – Type II	193
18	8.M.1e	Modeling	Math – Type I	36
19	8.G.A.4	Content Reasoning	Math – Type I	161
20	8.EE.C.7a	Content Reasoning	Math – Type I; Math – Type II	193
21	8.R.1b	Reasoning	Math – Type I; Math – Type II	184
22	8.G.C.9	Content Modeling	Math – Type I	192
23	8.EE.C.7b	Content Modeling Reasoning	Math – Type I	193
24	8.EE.C.8b-3	Content	Math – Type I	178

* 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)

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

This report is NOT for public review. Distribution within your school/LEA must be in accordance with state and federal privacy laws, and local school board policy.

Page 2   08302023-Sp-Z9999999-660000-660333- O000000

School Evidence Statement Analysis

Grade 7

CONFIDENTIAL - DO NOT DISTRIBUTE

SAMPLE SCHOOL NAME
SAMPLE LEA COUNTY
MARYLAND
SPRING 2024

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

ENGLISH LANGUAGE ARTS / LITERACY
Grade 7 Assessment, 2023–2024

Difficulty Order Most to Least	Evidence Statement* (A)	Domain (C)	School Student Count (E)
1	RL.7.5	Reading Literature	6
2	RL.7.1	Reading Literature	6
3	RH.6-8.6	History Social Studies	6
4	RI.7.5	Reading Informational Text	455
5	RST.6-8.5	Science & Technical Subjects	449
6	RL.7.2	Reading Literature	455
7	RI.7.1	Reading Informational Text	455
8	RI.7.9	Reading Informational Text	455
9	RI.7.2	Reading Informational Text	455
10	RL.7.3	Reading Literature	455
11	L.7.4	Language	455
12	RL.7.4	Reading Literature	455
13	RI.7.4	Reading Informational Text	455
14	RI.7.6	Reading Informational Text	455
15	RI.7.3	Reading Informational Text	455
16	RL.7.6	Reading Literature	455

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

13

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.

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School Content Roster
CONFIDENTIAL - DO NOT DISTRIBUTE

Grade 3

(A) PV E2 SCORING SCH
PV E2E SCORING DST
MARYLAND

MATHEMATICS (B)
Grade 3 Assessment, 2023–2024

SPRING 2024

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

STUDENT (F)	CORE FORM	Operations & Algebraic Thinking		Number & Operations in Base Ten		Number & Operations - Fractions		Measurement & Data		Geometry		Modeling		Reasoning	
		MD	ST	MD	ST	MD	ST	MD	ST	MD	ST	MD	ST	MD	ST
1 SAMPLE LASTNAME 122, SAMPLE FIRSTNAME 122	A31	46	0	n/a	n/a	45	0	51	0	n/a	n/a	48	0	47	0
2 SAMPLE LASTNAME 123, SAMPLE FIRSTNAME 123	A31	46	82	n/a	n/a	45	73	51	62	n/a	n/a	48	67	47	56
3 SAMPLE LASTNAME 124, SAMPLE FIRSTNAME 124	O32	55	100	48	100	58	100	55	100	n/a	n/a	50	100	50	100
4 SAMPLE LASTNAME 125, SAMPLE FIRSTNAME 125	O31	50	0	n/a	n/a	52	0	52	0	n/a	n/a	48	0	51	0
5 SAMPLE LASTNAME 126, SAMPLE FIRSTNAME 126	O31	50	100	n/a	n/a	52	100	52	100	n/a	n/a	48	100	51	100
6 SAMPLE LASTNAME 127, SAMPLE FIRSTNAME 127	O32	55	100	48	100	58	100	55	100	n/a	n/a	50	100	50	100
7 SAMPLE LASTNAME 128, SAMPLE FIRSTNAME 128	O32	55	100	48	100	58	100	55	100	n/a	n/a	50	100	50	100
8 SAMPLE LASTNAME 129, SAMPLE FIRSTNAME 129	O31	50	0	n/a	n/a	52	0	52	0	n/a	n/a	48	0	51	0
9 SAMPLE LASTNAME 130, SAMPLE FIRSTNAME 130	O32	55	0	48	0	58	0	55	0	n/a	n/a	50	0	50	0
10 SAMPLE LASTNAME 131, SAMPLE FIRSTNAME 131	A31	46	0	n/a	n/a	45	0	51	0	n/a	n/a	48	0	47	0
11 SAMPLE LASTNAME 132, SAMPLE FIRSTNAME 132	A31	46	73	n/a	n/a	45	64	51	62	n/a	n/a	48	44	47	56
12 SAMPLE LASTNAME 133, SAMPLE FIRSTNAME 133	A31	46	45	n/a	n/a	45	36	51	54	n/a	n/a	48	44	47	0

For more information about the Maryland Comprehensive Assessment Program (MCAP) Mathematics go to https://www.marylandpublicschools.org/about/Pages/DAAIT/Assessment/MCAP/Math.aspx (G)
n/a is used when there are no operational items being reported on for the domain on the Core Form.

Page 1 of 1

08242023-Sp-Z9999999-460000-460001- 0000000

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Content Standards Roster
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Grade 3

(A) PV E2 SCORING SCH
PV E2E SCORING DST
MARYLAND

ENGLISH LANGUAGE ARTS / LITERACY (B)
Grade 3 Assessment, 2023–2024

SPRING 2024

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

STUDENT (F)	CORE FORM	Reading: Literature								Reading: Informational Text								Reading: Foundations	
		OVERALL		Key Ideas & Details RL.3.1 RL.3.2 RL.3.3		Craft & Structure RL.3.5 RL.3.6		Integration of Knowledge & Ideas RL.3.7 RL.3.8 RL.3.9		OVERALL		Key Ideas & Details RI.3.1 RI.3.2 RI.3.3		Craft & Structure RI.3.5 RI.3.6		Integration of Knowledge & Ideas RI.3.7 RI.3.8 RI.3.9		Phonics & Word Recognition RF.3.1	
		MD	ST	MD	ST	MD	ST	MD	ST	MD	ST	MD	ST	MD	ST	MD	ST	MD	ST
1 SAMPLE LASTNAME 024, SAMPLE FIRSTNAME 024	A31	50	100	52	100	n/a	n/a	n/a	n/a	41	100	38	100	n/a	n/a	n/a	n/a	45	100
2 SAMPLE LASTNAME 025, SAMPLE FIRSTNAME 025	A31	50	100	52	100	n/a	n/a	n/a	n/a	41	100	38	100	n/a	n/a	n/a	n/a	n/a	n/a
3 SAMPLE LASTNAME 026, SAMPLE FIRSTNAME 026	A31	50	56	52	57	n/a	n/a	n/a	n/a	41	60	38	50	n/a	n/a	n/a	n/a	45	100
4 SAMPLE LASTNAME 027, SAMPLE FIRSTNAME 027	A31	50	100	52	100	n/a	n/a	n/a	n/a	41	100	38	100	n/a	n/a	n/a	n/a	45	100
5 SAMPLE LASTNAME 028, SAMPLE FIRSTNAME 028	A31	50	50	52	57	n/a	n/a	n/a	n/a	41	60	38	50	n/a	n/a	n/a	n/a	45	67
6 SAMPLE LASTNAME 029, SAMPLE FIRSTNAME 029	A31	50	100	52	100	n/a	n/a	n/a	n/a	41	100	38	100	n/a	n/a	n/a	n/a	45	100
7 SAMPLE LASTNAME 030, SAMPLE FIRSTNAME 030	A31	50	81	52	86	n/a	n/a	n/a	n/a	41	60	38	50	n/a	n/a	n/a	n/a	45	100
8 SAMPLE LASTNAME 031, SAMPLE FIRSTNAME 031	O32	56	100	57	100	n/a	n/a	n/a	n/a	52	100	56	100	n/a	n/a	n/a	n/a	62	100
9 SAMPLE LASTNAME 032, SAMPLE FIRSTNAME 032	O31	48	100	50	100	n/a	n/a	n/a	n/a	44	100	42	100	n/a	n/a	n/a	n/a	37	100
10 SAMPLE LASTNAME 033, SAMPLE FIRSTNAME 033	O31	48	100	50	100	n/a	n/a	n/a	n/a	44	100	42	100	n/a	n/a	n/a	n/a	37	100
11 SAMPLE LASTNAME 034, SAMPLE FIRSTNAME 034	O31	48	100	50	100	n/a	n/a	n/a	n/a	44	100	42	100	n/a	n/a	n/a	n/a	37	100
12 SAMPLE LASTNAME 035, SAMPLE FIRSTNAME 035	O32	56	100	57	100	n/a	n/a	n/a	n/a	52	100	56	100	n/a	n/a	n/a	n/a	62	100
13 SAMPLE LASTNAME 036, SAMPLE FIRSTNAME 036	O32	56	100	57	100	n/a	n/a	n/a	n/a	52	100	56	100	n/a	n/a	n/a	n/a	62	100

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

08242023-Sp-Z9999999-460000-460001- 0000000

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
CONFIDENTIAL - DO NOT DISTRIBUTE

PV E2 SCORING SCH
PV E2E SCORING DST
MARYLAND
SPRING 2024

ENGLISH LANGUAGE ARTS / LITERACY
Grade 3 Assessment, 2023–2024

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

STUDENT	CORE FORM	Vocabulary – Language L.3.1 L.3.2 L.3.3 L.3.4 L.3.5 L.3.6		Vocabulary – Reading RL.3.4 RI.3.4		Writing – Text Types & Purposes W.3.1 W.3.2 W.3.3		Writing Trait – Written Expression		Writing Trait – Written Conventions		Writing Type – Opinion W.3.1		Writing Type – Informative / Explanatory W.3.2		Writing Type – Narrative W.3.3	
		MD	ST	MD	ST	MD	ST	MD	ST	MD	ST	MD	ST	MD	ST	MD	ST
1 SAMPLE LASTNAME 024, SAMPLE FIRSTNAME 024	A31	39	100	n/a	n/a	56	100	53	100	61	100	n/a	n/a	56	100	n/a	n/a
2 SAMPLE LASTNAME 025, SAMPLE FIRSTNAME 025	A31	39	100	n/a	n/a	56	100	53	100	61	100	n/a	n/a	56	100	n/a	n/a
3 SAMPLE LASTNAME 026, SAMPLE FIRSTNAME 026	A31	39	43	n/a	n/a	56	33	53	17	61	67	n/a	n/a	56	33	n/a	n/a
4 SAMPLE LASTNAME 027, SAMPLE FIRSTNAME 027	A31	39	100	n/a	n/a	56	100	53	100	61	100	n/a	n/a	56	100	n/a	n/a
5 SAMPLE LASTNAME 028, SAMPLE FIRSTNAME 028	A31	39	29	n/a	n/a	56	78	53	67	61	100	n/a	n/a	56	78	n/a	n/a
6 SAMPLE LASTNAME 029, SAMPLE FIRSTNAME 029	A31	39	100	n/a	n/a	56	100	53	100	61	100	n/a	n/a	56	100	n/a	n/a
7 SAMPLE LASTNAME 030, SAMPLE FIRSTNAME 030	A31	39	57	n/a	n/a	56	72	53	83	61	50	n/a	n/a	56	72	n/a	n/a
8 SAMPLE LASTNAME 031, SAMPLE FIRSTNAME 031	O32	54	100	n/a	n/a	49	100	49	100	47	100	49	100	48	100	n/a	n/a
9 SAMPLE LASTNAME 032, SAMPLE FIRSTNAME 032	O31	41	100	n/a	n/a	55	100	54	100	58	100	n/a	n/a	55	100	n/a	n/a
10 SAMPLE LASTNAME 033, SAMPLE FIRSTNAME 033	O31	41	100	n/a	n/a	55	100	54	100	58	100	n/a	n/a	55	100	n/a	n/a
11 SAMPLE LASTNAME 034, SAMPLE FIRSTNAME 034	O31	41	100	n/a	n/a	55	100	54	100	58	100	n/a	n/a	55	100	n/a	n/a
12 SAMPLE LASTNAME 035, SAMPLE FIRSTNAME 035	O32	54	100	n/a	n/a	49	100	49	100	47	100	49	100	48	100	n/a	n/a
13 SAMPLE LASTNAME 036, SAMPLE FIRSTNAME 036	O32	54	100	n/a	n/a	49	100	49	100	47	100	49	100	48	100	n/a	n/a

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

08242023-Sp-Z9999999-460000-460001- 0000000

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.