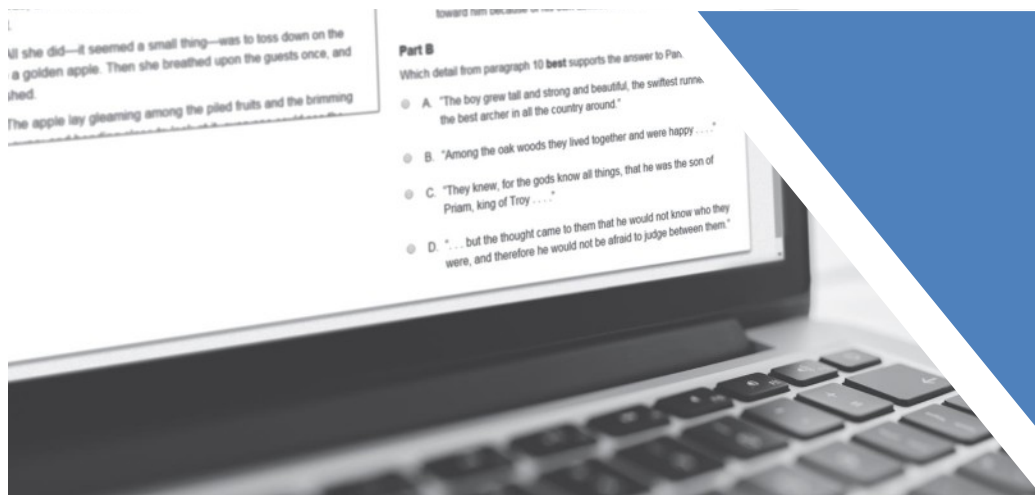


Spring 2025



MCAP ELA/Math Score Interpretation Guide for Educators

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1.0 General Information for 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 is 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 English Language Arts/Literacy (ELA/L) and Mathematics assessments were administered in either computer-based or paper-based format. ELA/L assessments focused on reading comprehension and writing effectively when analyzing texts. 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, school reports, and Local Education Agency (LEA) reports provided for MCAP results. Section 2.0 outlines and explains elements of the individual student report. 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. A separate score interpretation guide is available for parents/caregivers.

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 (ISR) 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/caregivers understand how their student'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 number that represents a student's overall performance on a test. To account for minor differences in difficulty between different versions of the same test, a student's raw score (the number of questions answered correctly) is converted into a scale score. This allows for fair comparisons of student achievement across different test forms and even across different school years within the same grade. For instance, a scale score of 750 on the grade 5 ELA/L assessment indicates the same level of understanding whether a student took one version this year or a different version last 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 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.



Maryland Comprehensive Assessment Program

GRADE 8 ELA/L

A

FIRSTNAME09 V. LASTNAME09

Date of Birth: 12/02/2012 ID: 1100000078 Grade: 8

Local Education Agency (LEA): SAMPLE DISTRICT NAME

SAMPLE SCHOOL NAME

MARYLAND

SPRING 2025

B

English Language Arts/Literacy Assessment Report, 2024–2025

This report shows the level of proficiency attained by FIRSTNAME09 on the MCAP Assessment. The results from this summative assessment are a snapshot of your student'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 student's progress towards proficiency in English Language Arts/Literacy.

How Can You Use This Report?

C

Ask your student's teachers:

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

MCAP Resources

For practice tests and additional resources pertaining to the MCAP English Language Arts and Literacy Assessments, please visit <https://marylandpublicschools.org/about/Pages/DAAIT/Assessment/MCAP/ELAL.aspx>

How Did FIRSTNAME09 Perform Overall?

Performance Level 2

D

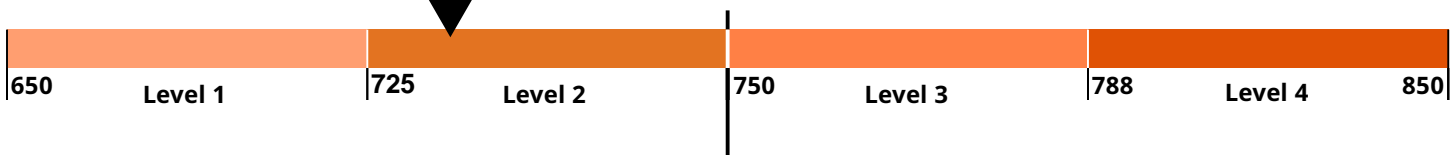
The MCAP Performance Level Descriptors (PLDs) provide high-level descriptions of a student's ability to apply the knowledge and skills defined by the Maryland College and Career Ready Standards for English Language Arts/Literacy. See side two of this report for specific information on your student's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

E

Your student's score

730



School Average

718

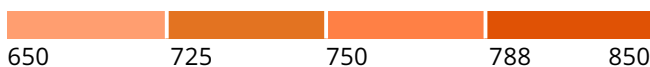
LEA Average

728

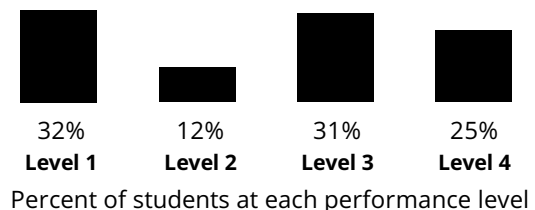
State Average

736

F



How Students in Maryland Performed

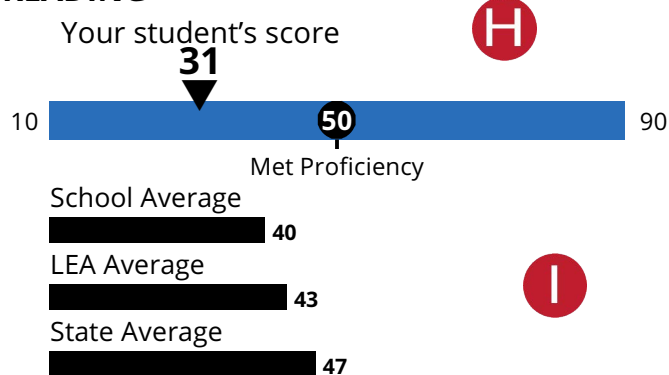


G

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

How Did Your Student Perform in Reading and Writing?

READING



READING LITERARY

Your student 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 fiction, drama, and poetry.

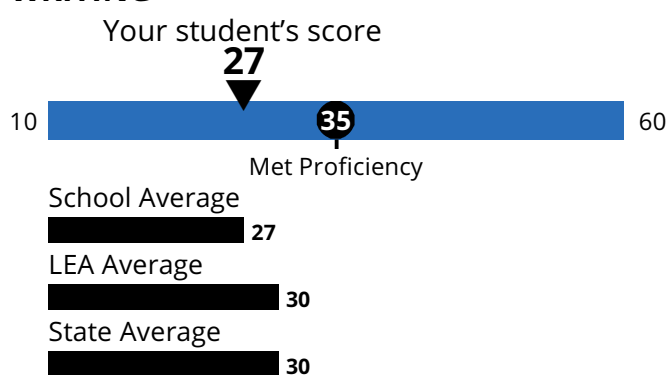
READING INFORMATIONAL

Your student 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 nonfiction, history, science, and the arts.

VOCABULARY

Your student 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 use context to determine what words and phrases mean.

WRITING



WRITTEN EXPRESSION

Your student 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 compose well-developed writing, using details from what they have read.

WRITTEN CONVENTIONS

Your student 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

Your student performed about the same as:

Distinguished or Proficient Learners

Developing Learners

Beginning Learners

K

English Language Arts/Literacy Performance Level Descriptors (PLDs)

Level 4 Distinguished Learners: *Distinguished learners demonstrate advanced proficiency* in their performance on this standards-aligned assessment, are well prepared for the next grade level or course, and are well prepared for college and career readiness. Students performing at this level may benefit from 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, are prepared for the next grade level or course, and are on track for college and career readiness. Students performing at this 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 this level require additional academic support to ensure success in the next grade level or course and be on track for college and career readiness. Support may include reinforcement, practice, and guidance 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 this level require substantial academic support to be prepared for the next grade level or course and be on track for college and career readiness. Support may include 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.



Maryland Comprehensive Assessment Program

GRADE 8 MATHEMATICS

A

FIRSTNAME16 P. LASTNAME16

Date of Birth: 02/02/2012 ID: 1312810200 Grade: 8

Local Education Agency (LEA): SAMPLE DISTRICT NAME

SAMPLE SCHOOL NAME

MARYLAND

SPRING 2025

B

Mathematics Assessment Report, 2024–2025

This report shows the level of proficiency attained by FIRSTNAME16 on the MCAP Assessment. The results from this summative assessment reflect a snapshot of your student'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 student's progress towards proficiency in mathematics.

How Can You Use This Report?

C

Ask your student's teachers:

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

MCAP Resources

For practice tests and additional resources pertaining to the MCAP Mathematics Assessments, please visit <https://www.marylandpublicschools.org/about/Pages/DAAIT/Assessment/MCAP/Math.aspx/>

How Did FIRSTNAME16 Perform Overall?

Performance Level 3

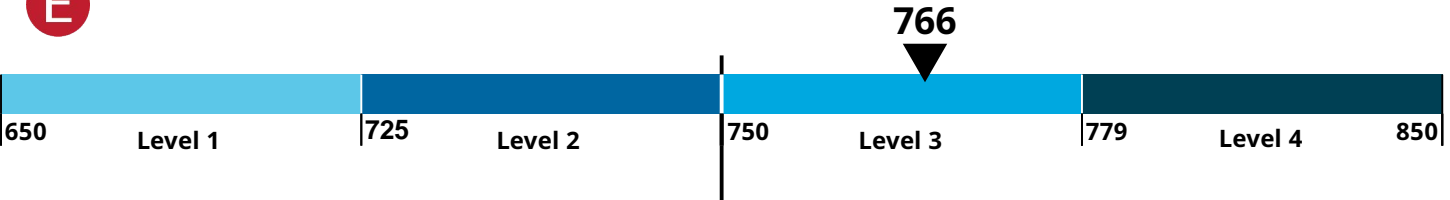
D

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 College and Career Ready Standards for Mathematics. See side two of this report for specific information on your student'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 student's score



School Average

749

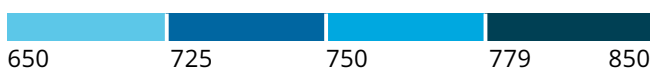
LEA Average

721

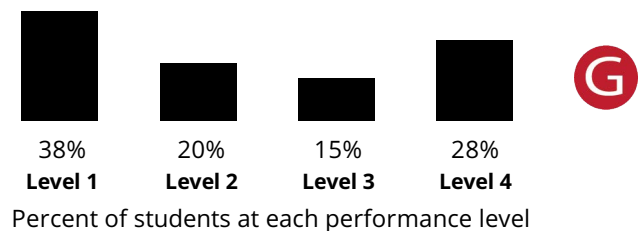
State Average

736

F



How Students in Maryland Performed



G

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

How Did Your Student Perform in Areas of Mathematics?

CONTENT

J

Your student performed about the same as other **Developing Learners** who demonstrated partial 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 student 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 student 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 student performed about the same as:



**Distinguished
or Proficient
Learners**



**Developing
Learners**



**Beginning
Learners**

K

Mathematics Performance Level Descriptors (PLDs)

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.

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/caregivers can use the report to start a discussion with their student's teacher(s). It is important for parents/caregivers and educators to have regular check-ins to ensure students are learning the necessary skills to stay on track. Parents/Caregivers can use the information in the report to understand their student'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 student'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 Level

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 ELA/L 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 ELA/L 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 ELA/L 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 reports by

- Summarizing student achievement.
- Describing student performance relative to meeting standards.
- Supporting improvement planning.

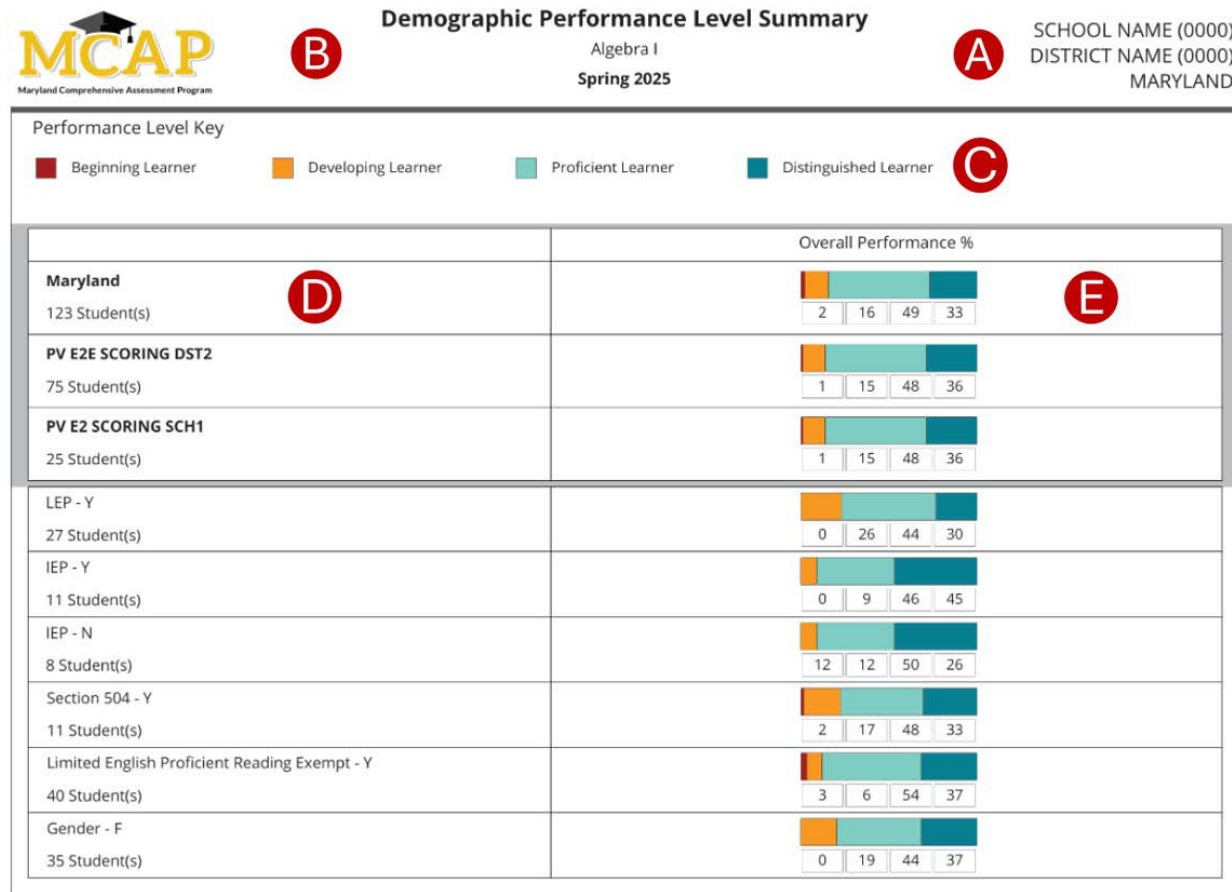
3.2 MCAP School and LEA Reports

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 ADAM are not included.

E. Performance Level Results

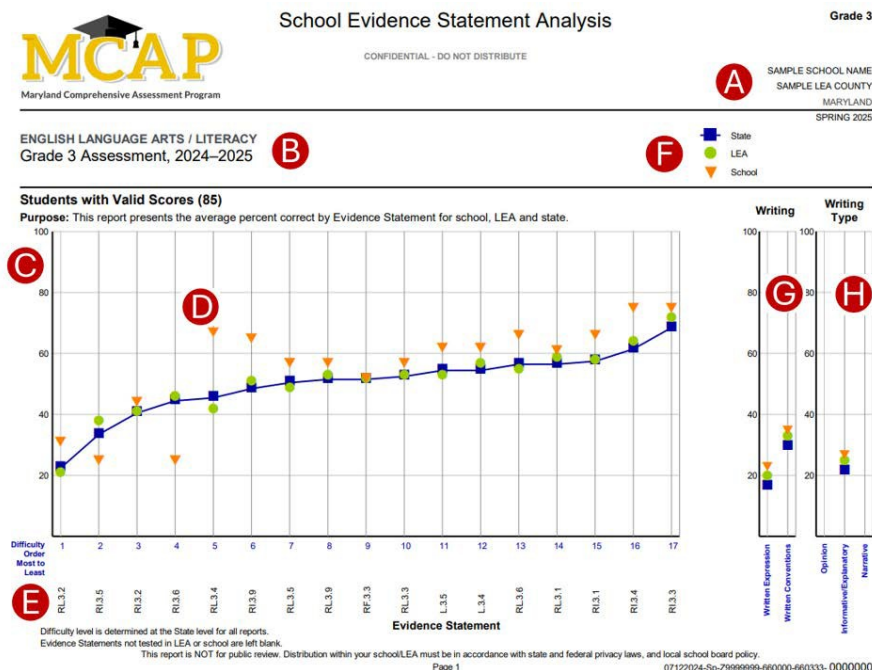
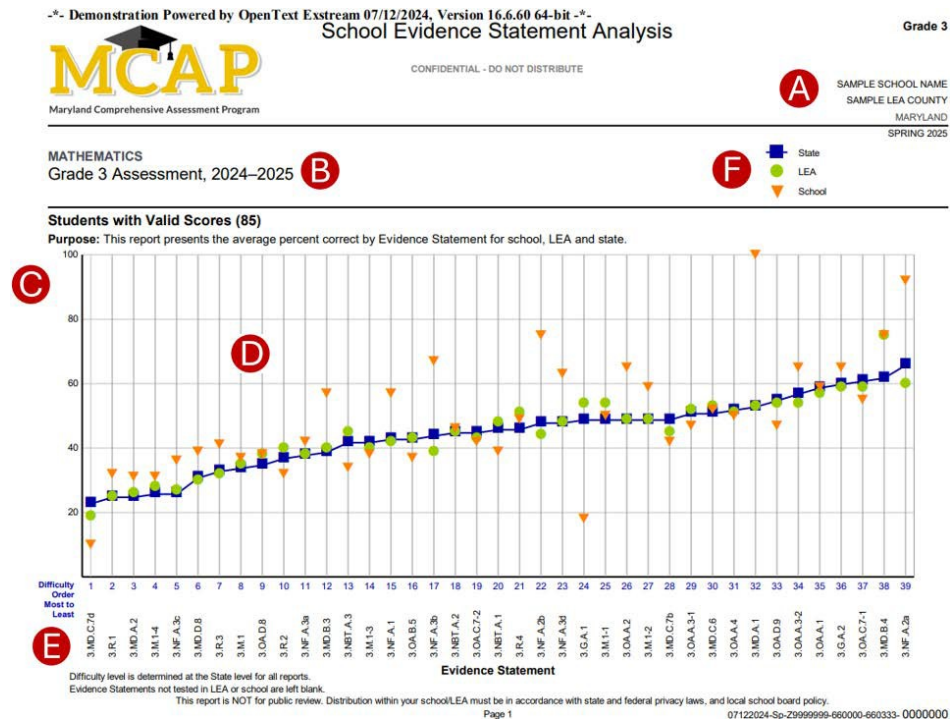
The percentage of students who performed at Distinguished Learner, Proficient Learner, Developing Learner, and Beginning Learner are displayed for each demographic or program student group.

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/L 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 ADAM 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/L 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/L report at a school level.

-*- Demonstration Powered by OpenText Extream 07/12/2024, Version 16.6.60 64-bit -*-

School Evidence Statement Analysis

Grade 3

MCAP
Maryland Comprehensive Assessment Program

CONFIDENTIAL - DO NOT DISTRIBUTE

SAMPLE SCHOOL NAME
SAMPLE LEA COUNTY
MARYLAND
SPRING 2025

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

MATHEMATICS
Grade 3 Assessment, 2024–2025

Difficulty Order Most to Least	A Evidence Statement*	B Subclaim	D Item Type	E School Student Count
1	3.MD.C.7d	Content Modeling	Math - Type I	84
2	3.R.1	Reasoning	Math - Type I; Math - Type II	84
3	3.MD.A.2	Content Reasoning	Math - Type I; Math - Type II	82
4	3.M.1-4	Modeling	Math - Type III	85
5	3.NF.A.3c	Content Reasoning	Math - Type I; Math - Type II	85
6	3.MD.D.8	Content Modeling Reasoning	Math - Type I; Math - Type III	67
7	3.R.3	Reasoning	Math - Type I	84
8	3.M.1	Modeling	Math - Type I; Math - Type III	85
9	3.OA.D.8	Modeling Reasoning	Math - Type I; Math - Type II; Math - Type III	85
10	3.R.2	Reasoning	Math - Type I; Math - Type II	77
11	3.NF.A.3a	Content Reasoning	Math - Type I	85
12	3.MD.B.3	Content	Math - Type I	52
13	3.NBT.A.3	Content Reasoning	Math - Type I; Math - Type II	77
14	3.M.1-3	Modeling	Math - Type I	83
15	3.NF.A.1	Content Reasoning	Math - Type I	85
16	3.OA.B.5	Content Reasoning	Math - Type I	72
17	3.NF.A.3b	Content Reasoning	Math - Type I	85
18	3.NBT.A.2	Content Modeling Reasoning	Math - Type I	85
19	3.OA.C.7-2	Content	Math - Type I	84
20	3.NBT.A.1	Content Reasoning	Math - Type I	60
21	3.R.4	Reasoning	Math - Type I; Math - Type II	78

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

continued

Item Type Key

- 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/DAIT/Assessment/MCAP/Math.aspx>

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

07122024-So-29999999-660000-660333- 0000000

School Evidence Statement Analysis

Grade 3

MCAP
Maryland Comprehensive Assessment Program

CONFIDENTIAL - DO NOT DISTRIBUTE

SAMPLE SCHOOL NAME
SAMPLE LEA COUNTY
MARYLAND
SPRING 2025

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

ENGLISH LANGUAGE ARTS / LITERACY
Grade 3 Assessment, 2024–2025

Difficulty Order Most to Least	A Evidence Statement*	C Domain	E School Student Count
1	RL.3.2	Reading Literature	85
2	RI.3.5	Reading Informational Text	2
3	RI.3.2	Reading Informational Text	85
4	RI.3.6	Reading Informational Text	2
5	RL.3.4	Reading Literature	85
6	RI.3.9	Reading Informational Text	83
7	RL.3.5	Reading Literature	85
8	RL.3.9	Reading Literature	85
9	RF.3.3	Reading Foundational Skills	85
10	RL.3.3	Reading Literature	85
11	L.3.5	Language	85
12	L.3.4	Language	85
13	RL.3.6	Reading Literature	83
14	RL.3.1	Reading Literature	85
15	RI.3.1	Reading Informational Text	85
16	RI.3.4	Reading Informational Text	85
17	RI.3.3	Reading Informational Text	85

* 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.

3.2.11 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 combin

E. 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.

F. 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.

-*- Demonstration Powered by OpenText Exstream 07/19/2024, Version 16.6.60 64-bit -*-

Grade 3



Content Standards Roster

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PV E2 SCORING SCH

PV E2E SCORING DST

MARYLAND

SPRING 2025

ENGLISH LANGUAGE ARTS / LITERACY
Grade 3 Assessment, 2024–2025

STUDENT	A				B				C							
	Vocabulary		Writing		Writing Trait				Writing Type							
	Language		Reading		Text Types & Purposes		Written Expression		Written Conventions		Opinion		Informative / Explanatory		Narrative	
	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 SAMPLE LASTNAME 024, SAMPLE FIRSTNAME 024	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	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	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	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	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	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	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	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	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	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	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	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	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

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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.