September 16, 2019

Dear Parent/Guardian:

You have received your child’s Individual Student Report for the Maryland Comprehensive Assessment Program (MCAP) in English Language Arts and/or Math. Attached is information and resources about the MCAP State assessments. These annual exams offer an informative snapshot of a student’s achievement and progress. The goal is to ensure every student graduates ready for college, a career, and a successful life.

This past Spring 2019 was the last year that Maryland used the Partnership for Assessment of Readiness for College Careers (PARCC) assessments. Starting with the 2019-2020 School year students in the state of Maryland will be assessed using brand-new Maryland developed assessments. The attached flyer, *Understanding the MCAP Individual Score Report for English Language Arts/Literacy and Mathematics Tests*, provides answers to some basic questions, including:

- What information you will find on the MCAP Individual Student Report
- Where you’ll find more information about the MCAP score report
- How the results will be used

As you review your child’s report, please keep in mind:

**Your child’s MCAP scores cannot be compared with any other tests**
It is not possible to score “lower” or “higher” on MCAP relative to any other test your child has taken in the past. These state assessments will allow you to see your child’s academic growth from one grade to the next, and progress toward college-and career-readiness for the first time.

**MCAP results are not just a set of “numbers,” but a roadmap to opportunity**
Your child’s results provide a useful snapshot to:

- Identify specific skills where there’s room for growth,
- Spot strengths your child can build on, and
- Help a teacher tailor instruction to your child’s needs.

Please remember that each state assessment provides just one measure of your child’s performance. It is not the *only* indicator of student progress. I strongly encourage you to start a conversation about your child’s academic progress by speaking with a teacher, attending a PTA meeting, and browsing the resources created for parents about the curricular standards and MCAP assessments.

Please contact the Testing Office at 301-702-3860, if you require additional information.

Attachment

Sincerely,

Douglas Strader, Ed.D.
Chief Accountability Officer
MCAP Score Report
Interpretation Guide
For Parents
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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, school reports, and district reports provided for MCAP results. Section 2.0, which outlines and explains elements of the individual student report, 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 district 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.
Understanding the MCAP Individual Student Report (ISR)

2.1 Types of Scores on the MCAP ISR

Student performance on the MCAP is described on the individual student report using scale scores, performance levels, and subclaim performance indicators. State, district, 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 district. 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 or course and content area. The MCAP reports provide overall scale scores for English language arts/literacy and mathematics, which determine a student’s performance level. The MCAP scale scores range from 650 to 850 for all tests. Additionally, English language arts/literacy reports provide separate scale scores for both Reading and Writing. The MCAP Reading scale scores range from 10 to 90, and the MCAP Writing scale scores range from 10 to 60.

For example, a student who earns an overall scale score of 800 on one form of the grade 8 mathematics assessment would be expected to earn an overall scale score of 800 on any other form of the grade 8 mathematics 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 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 met the expectations for their grade level/course. Each performance level is defined by a range of overall scale scores for the assessment. There are five performance levels for the MCAP:

- Level 5: Exceeded expectations
- Level 4: Met expectations
- Level 3: Approached expectations
- Level 2: Partially met expectations
- Level 1: Did not yet meet expectations

Students performing at levels 4 and 5 met or exceeded expectations, have demonstrated 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 that students should know and be able to demonstrate at each performance level in each content area (ELA/L and mathematics), and at each grade level/course. PLDs are available at https://md.mypearsonsupport.com.

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 met or nearly met expectations for the content area.
Subclaim performance is reported using categories rather than scale scores or performance levels.

- Met or Exceeded Expectations – represented by an up arrow
- Approached Expectations – represented by a bidirectional arrow
- Did Not Yet Meet or Partially Met Expectations – represented by a down arrow

2.2 Sample ISR (ELA/L)

English Language Arts/Literacy Assessment Report, 2018–2019

This report shows whether FIRSTNAME met grade-level expectations and is on track for the next grade level. This assessment is just one measure of how well your child is performing academically.

To learn more about the test and to view sample questions and practice tests, visit https://md.mypearsonsupport.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?

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

Your child’s score

How Students in Maryland Performed

- Screen for Level 1
- How popular is Level 5?
Understanding the MCAP Individual Student Report (ISR)

How Did Your Child Perform in Reading and Writing?

**READING**

Your child’s score: 55

- **Met expectations**
  - School Average: 40
  - District Average: 40
  - State Average: 45

**WRITING**

Your child’s score: 25

- **Met expectations**
  - School Average: 27
  - District Average: 27
  - State Average: 30

**LITERARY TEXT**

Your child performed about the same as students who **met or exceeded expectations**. Students meet expectations by showing they can read and analyze fiction, drama, and poetry.

**INFORMATIONAL TEXT**

Your child performed about the same as students who **did not yet meet or partially met expectations**. Students meet expectations by showing they can read and analyze nonfiction, history, science, and the arts.

**VOCABULARY**

Your child performed about the same as students who **met or exceeded expectations**. Students meet expectations by showing they can use context to determine what words and phrases mean.

**WRITTEN EXPRESSION**

Your child performed about the same as students who **approached expectations**. Students meet expectations by showing they can compose well-developed writing, using details from what they have read.

**KNOWLEDGE AND USE OF LANGUAGE CONVENTIONS**

Your child performed about the same as students who **approached expectations**. Students meet expectations by showing they can compose writing using rules of standard English.

What are the ELA/L tests? The tests measure how well students have learned grade-level material in English language arts/literacy. Students who meet or exceed expectations are on track for the next grade or course and, ultimately, for college and careers. The tests include questions that measure your child’s fundamental skills and knowledge, and require students to think critically, solve problems, and support or explain their answers. The test is one of several ways to help parents and teachers understand how well children are learning.

How are test results used? Results from the test give your child’s teacher, school, and school district information about his/her academic performance, and provide you with some insight on how your child is meeting expectations. These results never stand alone, but should be used with other tests and class work when gauging student performance.

Learn more about Maryland’s College and Career Ready Standards

These rigorous education standards establish a set of shared goals and expectations 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://mdk12.msde.maryland.gov/instruction/commoncore/](http://mdk12.msde.maryland.gov/instruction/commoncore/).

For information on how to access sample test questions visit [https://md.mypearsonsupport.com](https://md.mypearsonsupport.com).
2.3 Sample ISR (Mathematics)

Understanding the MCAP Individual Student Report (ISR)

This report shows whether FIRSTNAME met grade-level expectations and is on track for the next grade level or course. This assessment is just one measure of how well your child is performing academically.

To learn more about the test and to view sample questions and practice tests, visit https://md.mypearsonsupport.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?

How Did FIRSTNAME Perform Overall?

Performance Level 2

Your child’s score

722

School Average

724

District Average

724

State Average

728

How Students in Maryland Performed

13% Level 1
32% Level 2
34% Level 3
20% Level 4
1% Level 5

Percentage of students at each performance level
How Did Your Child Perform in Areas of Mathematics?

**MAJOR CONTENT**
Your child performed about the same as students who did not yet meet or partially met expectations. Students meet expectations by solving problems involving proportional relationships, adding, subtracting, multiplying and dividing with rational numbers, and linear expressions, equations, and inequalities.

**EXPRESSING MATHEMATICAL REASONING**
Your child performed about the same as students who approached expectations. Students meet expectations by creating and justifying logical mathematical solutions and analyzing and correcting the reasoning of others.

**ADDITIONAL & SUPPORTING CONTENT**
Your child performed about the same as students who met or exceeded expectations. Students meet expectations by solving problems involving circumference, area, surface area, volume, statistics, and probability.

**MODELING & APPLICATION**
Your child performed about the same as students who did not yet meet or partially met expectations. Students meet expectations by solving real-world problems, representing and solving problems with symbols, reasoning quantitatively, and strategically using appropriate tools.

### LEGEND
- Your child performed about the same as students who:
- Met or Exceeded Expectations
- Approached Expectations
- Did Not Meet or Partially Met Expectations

What are the mathematics tests? The tests measure how well students have learned grade-level material in mathematics. Students who meet or exceed expectations are on track for the next grade or course and, ultimately, for college and careers. The tests include questions that measure your child’s fundamental skills and knowledge, and require students to think critically, solve problems, and support or explain their answers. The test is one of several ways to help parents and teachers understand how well children are learning.

How are test results used? Results from the test give your child’s teacher, school, and school district information about his/her academic performance, and provide you with some insight on how your child is meeting expectations. These results never stand alone, but should be used with other tests and class work when gauging student performance.

Learn more about Maryland’s College and Career Ready Standards
These rigorous education standards establish a set of shared goals and expectations 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://mdk12.msde.maryland.gov/instruction/commoncore/](http://mdk12.msde.maryland.gov/instruction/commoncore/).

For information on how to access sample test questions visit [https://md.mypearsonsupport.com](https://md.mypearsonsupport.com).
2.4 Description of Individual Student Reports

2.4.1 General Information

A. Identification Information
An Individual Student Report lists the student’s name, date of birth, state student ID, grade level when assessed, district 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 (English language arts/literacy or mathematics) 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 for 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.

D. Description of the MCAP
This section provides a brief description of the English Language Arts/literacy and mathematics assessments. It also includes information on how teachers, schools, and districts use the reports to make improvements to educational programming.

2.4.2 Overall Assessment Scores

E. 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 five performance levels, with Level 5 indicating the student exceeded expectations and Level 1 indicating the student did not yet meet expectations.

F. Graphical Representation of Overall Performance: Overall Scale Score and Performance Level
This graphic provides an illustration of the five 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 scale score needed to reach Performance Level 2 is 700, for Performance Level 3 it is 725, and for Performance Level 4 it is 750 for all grade levels/courses in both ELA/L and mathematics. The scale score needed to reach Performance Level 5 varies. Refer to Appendix A for the full list of scale score ranges for each performance level.

G. Average of School, District, State, and Cross-State
The average overall scale scores of the school, district, 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, district, and state levels for the same grade level/course and content area.
H. 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 five performance levels.

2.4.3 Performance by Reporting Category

Note: For mathematics, reporting categories are not included. For this reason, there are no markers for K and L on the sample mathematics ISR.

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

L. Performance by Reporting Category Scale Score
For the English language arts/literacy Individual Student Reports, 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 for each reporting category will not equal the overall scale score. For reference, this section includes scale scores for each reporting category (i.e., 10–90 for Reading and 10–60 for Writing).

As with the overall (or “summative”) scale scores, a measure of student proficiency in each reporting category is estimated on a common, underlying measurement scale. For reading, the Level 4 performance standard is set to a scale score of 50. For writing, the Level 4 performance standard is set to a scale score of 35. Thus, a student could be considered as meeting expectations in a claim by attaining 50 in reading or 35 in writing.

2.4.4 Performance by Subclaim Category

M. Subclaim Category
Within each reporting category for English language arts/literacy are specific skill sets (subclaims) students demonstrate on the MCAP ELA/L and Mathematics Assessments. Subclaims are provided for mathematics but are not listed under reporting categories as they are for English language arts/literacy. Each subclaim category includes the header identifying the subclaim, an explanatory icon representing the student’s performance, and an explanation of whether the student has met the expectations of the subclaim.

N. Subclaim Performance Indicators
A student’s subclaim category represents how well the student performed in a 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 1–2 range of that scale is categorized as “Did Not Yet Meet or Partially Met Expectations,” performance in the Level 3 range is categorized as “Approached Expectations,” and performance in the Level 4–5 range is categorized as “Met or Exceeded Expectations.”

Subclaim performance is reported using categories rather than scale scores or performance levels.

- Met or Exceeded Expectations – represented by an up arrow
- Approached Expectations – represented by a bidirectional arrow
- Did Not Yet Meet or Partially Met Expectations – represented by a down arrow
O. Description of Subclaim Performance Indicator Graphics

Student performance for each subclaim is marked with a subclaim performance indicator.

- **An up arrow** for the specified subclaim indicates that the student “Met or Exceeded Expectations,” meaning that the student’s subclaim performance reflects a level of proficiency consistent with Performance Level 4 or 5. Students in this subclaim category are likely academically well prepared to engage successfully in further studies in the subclaim content area and may need instructional enrichment.

- **A bidirectional arrow** for the specified subclaim indicates that the student “Approached Expectations,” meaning that the student’s subclaim performance reflects a level of proficiency consistent with Performance Level 3. Students in this subclaim category likely need academic support to engage successfully in further studies in the subclaim content area.

- **A down arrow** for the specified subclaim indicates that the student “Did Not Yet Meet or Partially Met Expectations,” meaning that the student’s subclaim performance reflects a level of proficiency consistent with Performance Level 1 or 2. Students in this subclaim category are likely not academically well prepared to engage successfully in further studies in the subclaim content area. Such students likely need instructional interventions to increase achievement in the subclaim content area.
Understanding the MCAP Score Report for English Language Arts/Literacy and Mathematics Assessments

The 2018–2019 school year was the first year of the Maryland Comprehensive Assessment Program (MCAP) assessments for English Language Arts/Literacy and Mathematics that align to the Maryland College and Career-Ready Standards. The tests measure complex skills such as critical thinking and problem solving, with an emphasis on supporting an argument and synthesis in writing. The MCAP assessments require students to read, write, and reflect; analyze and show results; and utilize information from multiple sources in a real-world context. MCAP scores should be used along with a student’s classroom performance, report card grades, and teacher feedback to form a clear picture of a student’s progress toward meeting academic standards.

How to Read Your Student’s Score Report

Overall Performance – Students receive an overall score in each subject that falls into one of five performance levels. Performance levels range from Level 1 that indicates that a student has not yet met grade level expectations to Level 5 that indicates that the student has exceeded the grade level expectations.

Score Range – This scale includes the score ranges for each performance level and shows where your student’s score falls within that range.

On Track for College and Career – Students scoring a 4 or 5 meet or exceed grade-level expectations and are on track to be ready for college-level coursework when they graduate from high school.

Overall Score Comparisons – This section shows how your student is performing compared to students in the same grade at the same school, across the school district, and around the state. It also details the percentage of students who achieved at the different performance levels and Student Growth Percentile to measure individual student progress.
How to Read Your Student’s Score Report (Continued…)

Reading/Writing Performance – The English Language Arts/Literacy report compares your student’s score in reading and writing. It shows your student’s numerical score for a sub-set of questions in those categories. The score range is provided above your student’s individual score for reference. This section also includes the average scores for the school, district, and state.

Score Breakdown – The score report provides a breakdown of your student’s performance on specific skill sets, so you can see where your student is excelling or needs improvement. Each area includes an arrow comparing your student’s performance to students who met expectations. It also includes a description of the skills that demonstrate a clear understanding of grade-level standards.

Facts About Assessment and Testing in Maryland

- Federal law requires that all students in grades 3-8 and once in high school take an annual statewide assessment.
- Maryland educators are highly involved in the development and improvement of the tests, from analyzing the items to reviewing them for appropriateness.
- Parents of students with disabilities should be contacted by their child’s IEP or 504 team to discuss allowable accessibility features and accommodations.
- Together everyone can decide how best to support the student’s learning needs both in school and at home.

Helpful Websites

- MCAP Practice Tests – md.mypearsonsupport.com/practice-tests/
- Achieve – Resources on Standards – achieve.org
- MDK12 – mdk12.msde.maryland.gov
- Great Kids – greatschools.org/gk/common-core-test-guide
- Be a Learning Hero – bealearninghero.org/learning-tools/skill-builder