

The 2022-2023 Maryland Comprehensive Assessment Program (MCAP) assessment for English Language Arts (ELA) and Mathematics, which aligns to the Maryland College and Career-Ready Standards, was administered in the Spring of 2023. The assessments 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, class work, teacher feedback and other assessment results to form a clear picture of a student's progress toward meeting proficiency on academic standards.

How to Read Your Individual Student's Report



Performance Level – Students receive an overall 3 digit scale score. Based on that scale score, students are placed in one of four Performance Levels (PL), with PL 4 indicating the student is a Distinguished Learner or demonstrated advanced proficiency, PL 3 indicating the student is a Proficient Learner, PL 2 indicating the student is a Developing Learner and PL 1 indicating the student is a Beginning Learner, or not yet demonstrating proficiency.



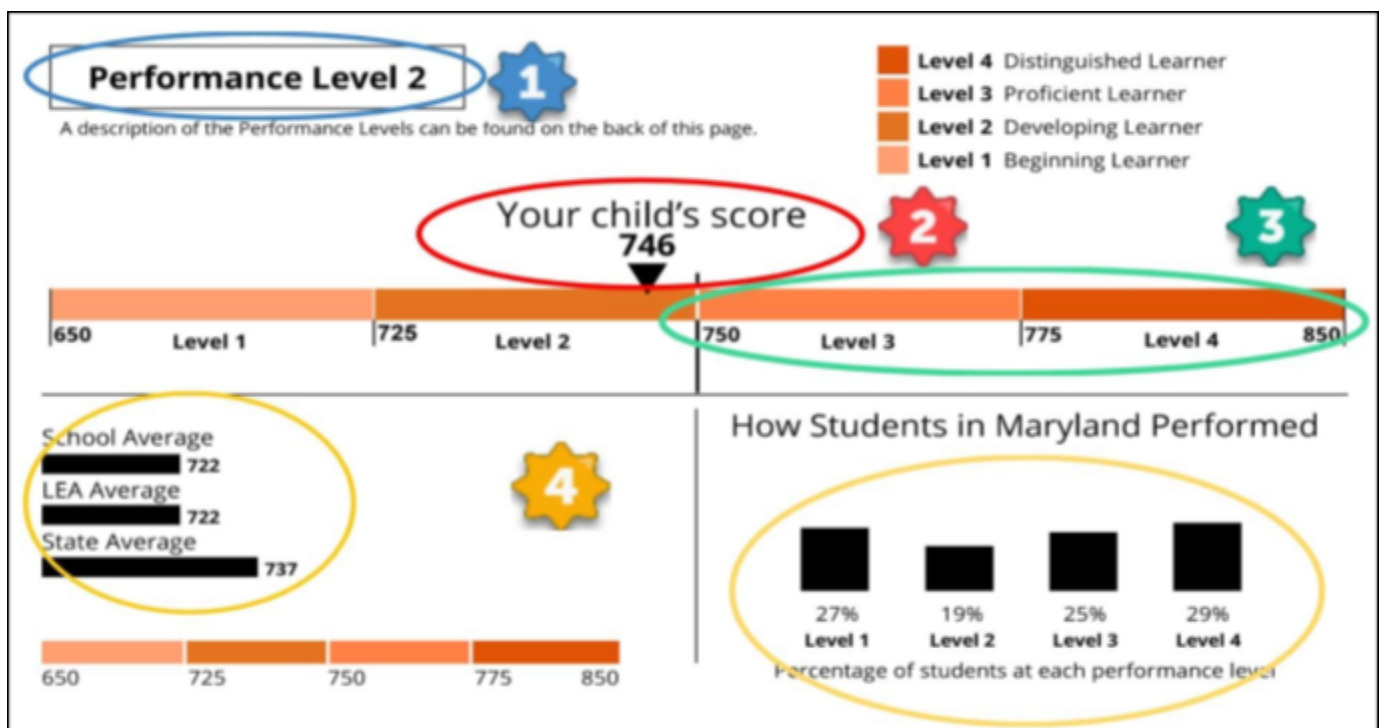
Scale Score Range – The 3 digit scale scores range from 650 to 850 includes the score ranges for each performance level and shows where your student's score falls within that range.



On Track for College and Career – Students scoring a PL 3 or 4 PL 4 or scale score between 750 and 850 are considered on track to be ready for college-level coursework when they graduate from high school and/or are career ready.



Overall Score Comparisons – This section shows how your student is performing compared to students in the same grade at the same school, within the school district and across the state. It also details the percentage of students across MD who achieved at each of the 4 PLs.



How to Read Your Individual Student's Report: English Language Arts

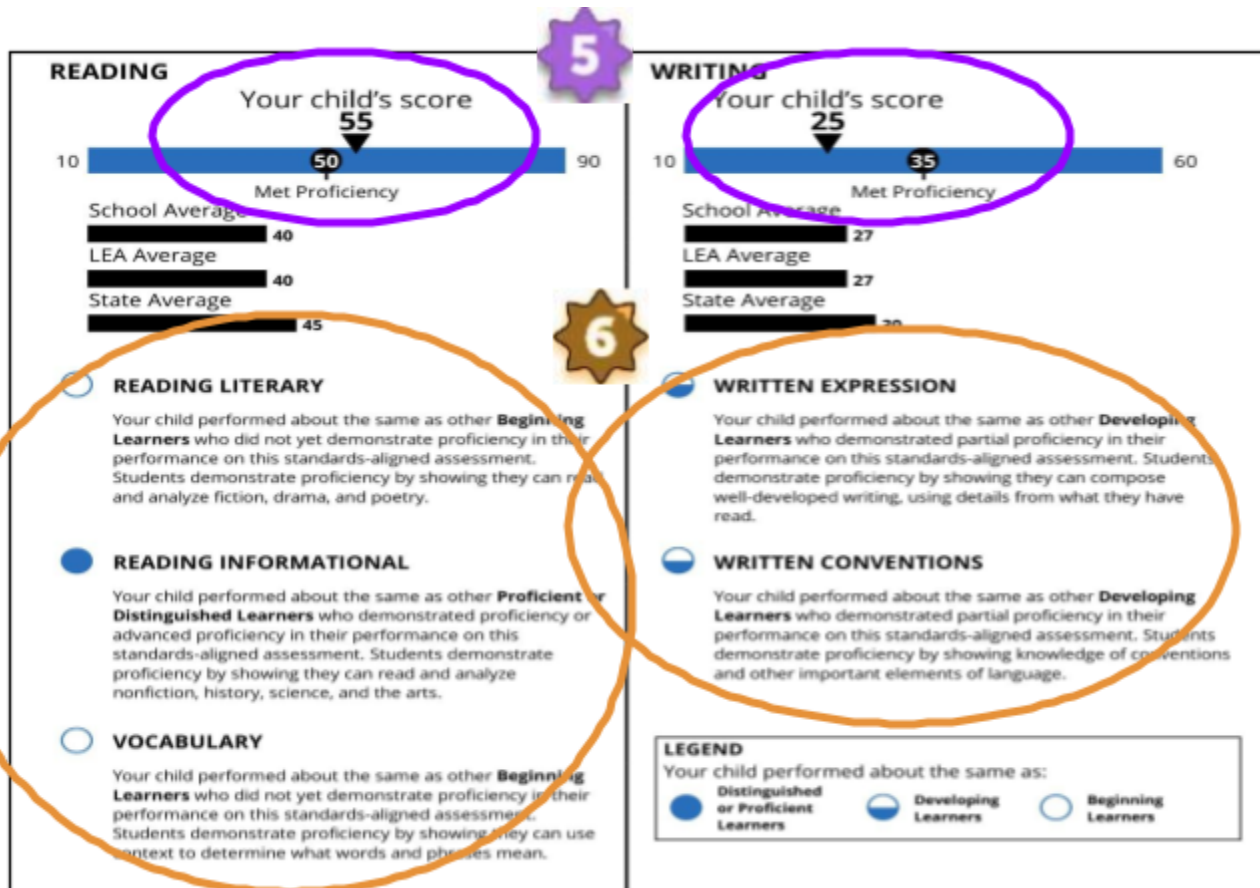


Reading and Writing Performance – The English Language Arts report compares your student's score in reading and writing. It shows your student's numerical score for a sub-set of questions in those two categories. The score range is provided below your student's individual score for reference. This section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

Score Breakdown – The reading/writing score report section provides your student's performance on specific skill sets in reading and writing, so that you are able to see where your student is excelling or needs improvement. Each area includes a circle comparing your student's performance to students who demonstrated proficiency. It also includes a description of the skills that demonstrate a clear understanding of grade-level standards.



- A **full shaded circle** indicates the student demonstrated “**Proficiency or Advanced Proficiency**”. Students in this category are likely academically well prepared to engage successfully in reading and/or writing and may need instructional enrichment.
- A **half-shaded circle** indicates the student demonstrated “**Partial Proficiency**”. Students in this category likely need academic support to engage successfully in reading and/or writing and may need instructional interventions.
- A **non-shaded circle** indicates the student did “**Not Yet Demonstrate Proficiency**”. Students in this category are likely not academically well prepared to engage successfully in reading and/or writing. Such students will need instructional interventions to increase achievement in reading and/or writing.












How to Read Your Individual Student's Report: Mathematics



Score Breakdown – The math score report section provides your student's performance on specific skill sets in math, so that you are able to see where your student is excelling or needs improvement. Each area includes a circle comparing your student's performance to students who demonstrated proficiency. It also includes a description of the skills that demonstrate a clear understanding of grade-level standards.

- A **full shaded circle** indicates the student demonstrated “**Proficiency or Advanced Proficiency**”. Students in this category are likely academically well prepared to engage successfully in math and may need instructional enrichment.
- A **half-shaded circle** indicates the student demonstrated “**Partial Proficiency**”. Students in this category likely need academic support to engage successfully in math and may need instructional interventions.
- An **non-shaded circle** indicates the student did “**Not Yet Demonstrate Proficiency**”. Students in this category are likely not academically well prepared to engage successfully in math. Such students will need instructional interventions to increase achievement in reading and/or writing.



<p>CONTENT</p> <p>Your child 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 operations and algebraic thinking, place value, fractions, measurement, data and geometry.</p>	<p>REASONING</p> <p>Your child performed about the same as other Beginning Learners who did not yet demonstrate 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.</p>			
<p>MODELING</p> <p>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.</p>	<p>LEGEND</p> <p>Your child performed about the same as:</p> <table><tr><td> Distinguished or Proficient Learners</td><td> Developing Learners</td><td> Beginning Learners</td></tr></table>	 Distinguished or Proficient Learners	 Developing Learners	 Beginning Learners
 Distinguished or Proficient Learners	 Developing Learners	 Beginning Learners		

Performance Level Descriptions

Performance Level Descriptions (PLDs) provide an overview of the stages of learning and development through which students are expected to progress as they gain increasing proficiency on curriculum standards. The PLDs describe a student's overall knowledge, skills, and abilities across each of the four performance levels; Distinguished, Proficient, Developing, and Beginning Learners.

English Language Arts/Literacy Performance Level Descriptions

Level 4 Distinguished Learners: Distinguished learners demonstrate advanced proficiency in their performance on this standards-aligned assessment. Students performing at this 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. Students performing at the distinguished level may also need support with exploring advanced learning opportunities related to demonstrating knowledge of grade-level phonics and word recognition when decoding, analyzing, and defining multisyllabic words with common prefixes and suffixes and dividing multisyllabic words into syllables.

Level 3 Proficient Learners: Proficient learners demonstrate proficiency in their performance on this standards-aligned assessment. 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. Students performing at the proficient level may also need additional practice with demonstrating working knowledge of grade-level phonics and word recognition when decoding, analyzing, and defining multisyllabic words with common prefixes and suffixes and dividing multisyllabic words into syllables.

Level 2 Developing Learners: Developing learners demonstrate partial proficiency in their performance on this standards-aligned assessment. Students performing at this 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. Students performing at the developing level may also need additional reinforcement, practice, and support demonstrating working knowledge of grade-level phonics and word recognition when decoding, analyzing, and defining multisyllabic words with common prefixes and suffixes and dividing multisyllabic words into syllables.

Level 1 Beginning Learners: Beginning learners do not yet demonstrate proficiency in their performance on this standards-aligned assessment. Students performing at this level may need additional modeling, reinforcement, and 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. Students performing at the beginning level may also need additional modeling, reinforcement, and explicit practice with demonstrating working knowledge of grade-level phonics and word recognition when decoding, analyzing, and defining multisyllabic words with common prefixes and suffixes and dividing multisyllabic words into syllables.

Mathematics Performance Level Descriptions

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

Level 3 Proficient Learners: Proficient learners demonstrate proficiency in solving problems involving ratios, proportional relationships, mathematical operations, fractions, and measurements, 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 mathematical operations, fractions, and measurements, 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 mathematical operations, fractions, and measurements 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.

Facts About English Language Arts and Mathematics Assessments in Maryland

- ✓ Federal law requires that all students in grades 3-8 and once in high school take an annual statewide assessment in English Language Arts and Math.
- ✓ Maryland educators are highly involved in the development and improvement of the assessments: from analyzing the items, scoring items and reviewing items 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 for testing.
- ✓ Together everyone can decide how best to support a student's learning needs both in school and at home.
- ✓ Scores demonstrate a student's understanding of grade-level subject standards at the end of the school year.
- ✓ The student reports are a tool teachers use to plan instruction and enrichment for students in the coming year that prepare students for their next steps.
- ✓ Families can use the scores to start a conversation with the child's teachers and school officials about the child's academic strengths and areas for improvement.

To get more information from MSDE regarding state assessment reporting visit: <https://support.mdassessments.com/reporting/>



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

Learn more about Maryland's K-12 academic standards at: <http://marylandpublicschools.org/programs/Pages/ELA/MCCR.aspx>

