Spring 2025

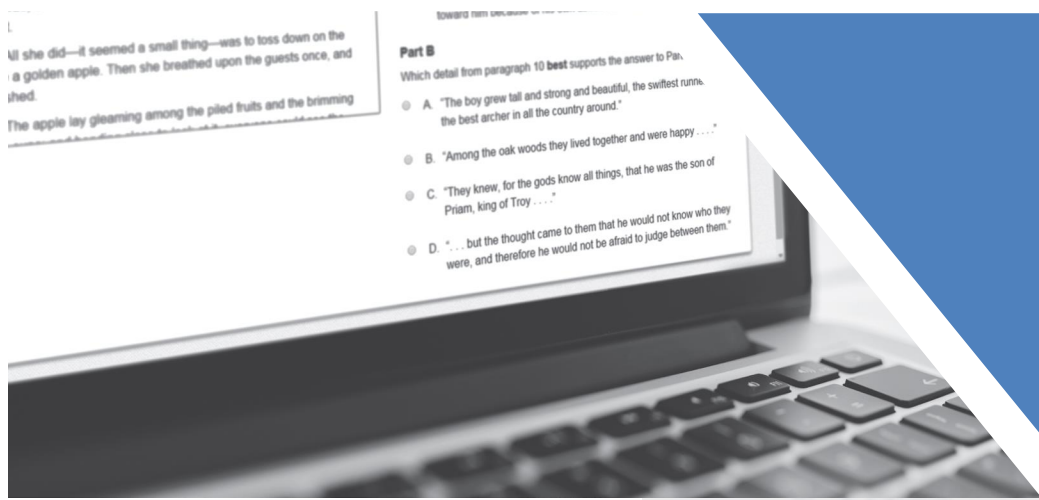**Maryland**
STATE DEPARTMENT OF EDUCATION

MCAP ELA/Math Score Interpretation Guide for Parents/Caregivers

Table of Contents

1.0 General Information for Parents/Caregivers

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 that will help parents/caregivers understand their student's test results.

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, Local Eductaion Agency (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.

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.

MCAP
Maryland Comprehensive Assessment Program

(A) FIRSTNAME M. LASTNAME
Date of Birth: 12/02/2012 ID: 1100000078 **Grade: 8**
Local Education Agency (LEA): SAMPLE DISTRICT NAME
SAMPLE SCHOOL NAME
MARYLAND
SPRING 2025

GRADE 8 ELA/L (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

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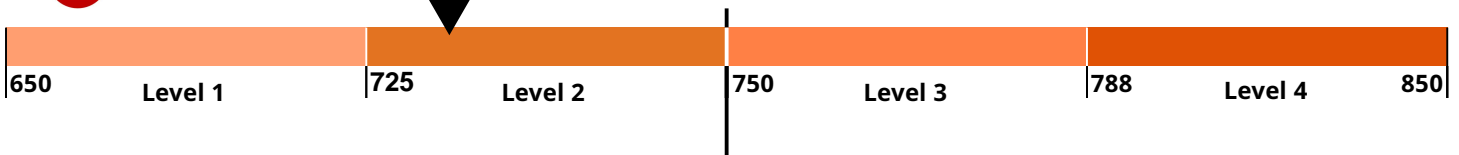## How Did FIRSTNAME Perform Overall?

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

Your student's score
730

(E)

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

School Average
718 (F)
LEA Average
728
State Average
736
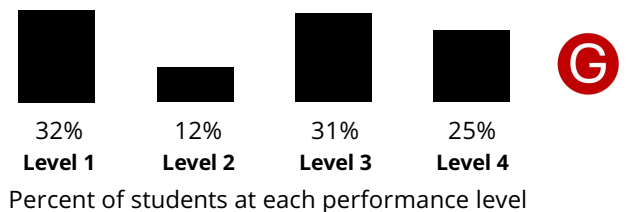
650 725 750 788 850

How Students in Maryland Performed

(G)

| 32%	12%	31%	25%
Level 1	**Level 2**	**Level 3**	**Level 4**

Percent of students at each performance level

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

Your student's score
31

H

10 — **50** — 90
Met Proficiency

School Average
40

LEA Average
43

I

State Average
47
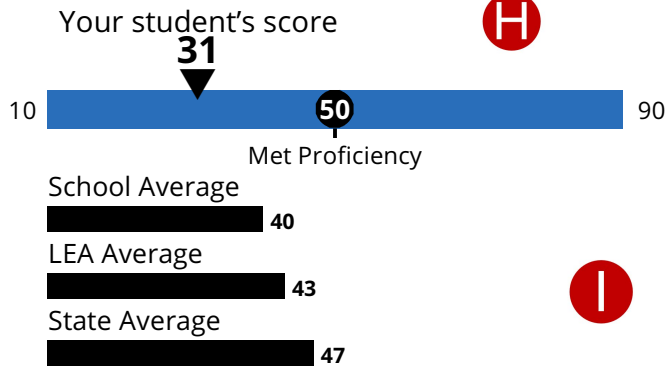
READING LITERARY

J

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.
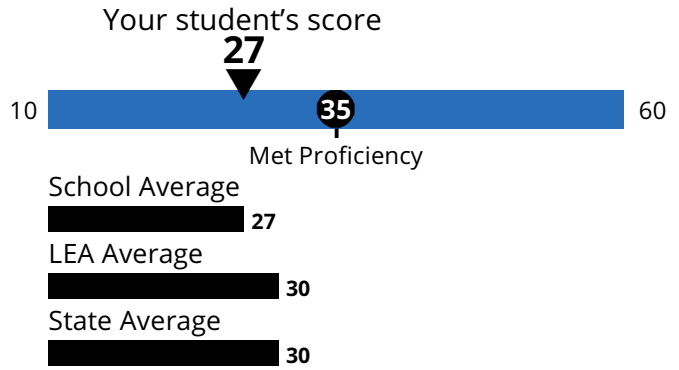
READING INFORMATIONAL

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

Your student's score
27

10 — **35** — 60
Met Proficiency

School Average
27

LEA Average
30

State Average
30

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:
K

Distinguished or Proficient Learners
Developing Learners
Beginning Learners

English Language Arts/Literacy Performance Level Descriptors (PLDs)

L

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.

A **FIRSTNAME M. LASTNAME**

Date of Birth: 02/02/2012 ID: 1312810200 **Grade: 8**
Local Education Agency (LEA): SAMPLE DISTRICT NAME
SAMPLE SCHOOL NAME
MARYLAND

Maryland Comprehensive Assessment Program

GRADE 8 MATHEMATICS **B**

SPRING 2025

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/
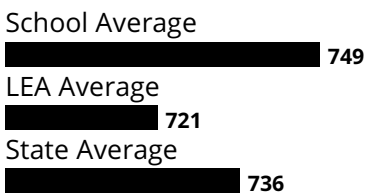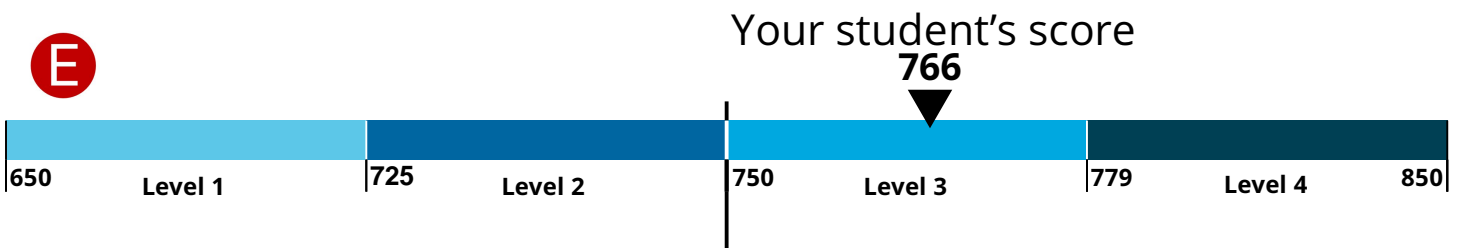
How Did FIRSTNAME Perform Overall?
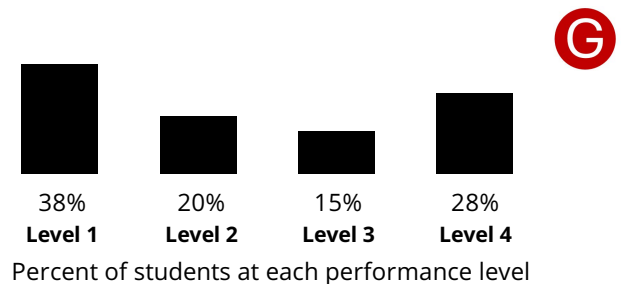
Performance Level 3 **D**

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 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

8

Your student's score
766

E

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

School Average
749 **F**
LEA Average
721
State Average
736

650   725   750   779   850

How Students in Maryland Performed

G

| 38% | 20% | 15% | 28% |
| Level 1 | Level 2 | Level 3 | Level 4 |

Percent of students at each performance level

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

K

Your student performed about the same as:

- Distinguished or Proficient Learners
- Developing Learners
- Beginning Learners

L

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 rang es 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.