



Understanding the MCAP Life Science (LS MISA) Individual Score Report

The 2021-2022 Maryland Comprehensive Assessment Program (MCAP) assessment for Life Science, which aligns to the Maryland College and Career-Ready Standards, was administered in January and May of 2022. The Life Science MISA assesses a student's ability to use the practices of scientific inquiry along with the practices of engineering design to demonstrate their understanding of life science core ideas. Students demonstrated their mastery by interacting with a stimulus such as a video, chart, or diagram, and then responding to several items supported by the stimulus. 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



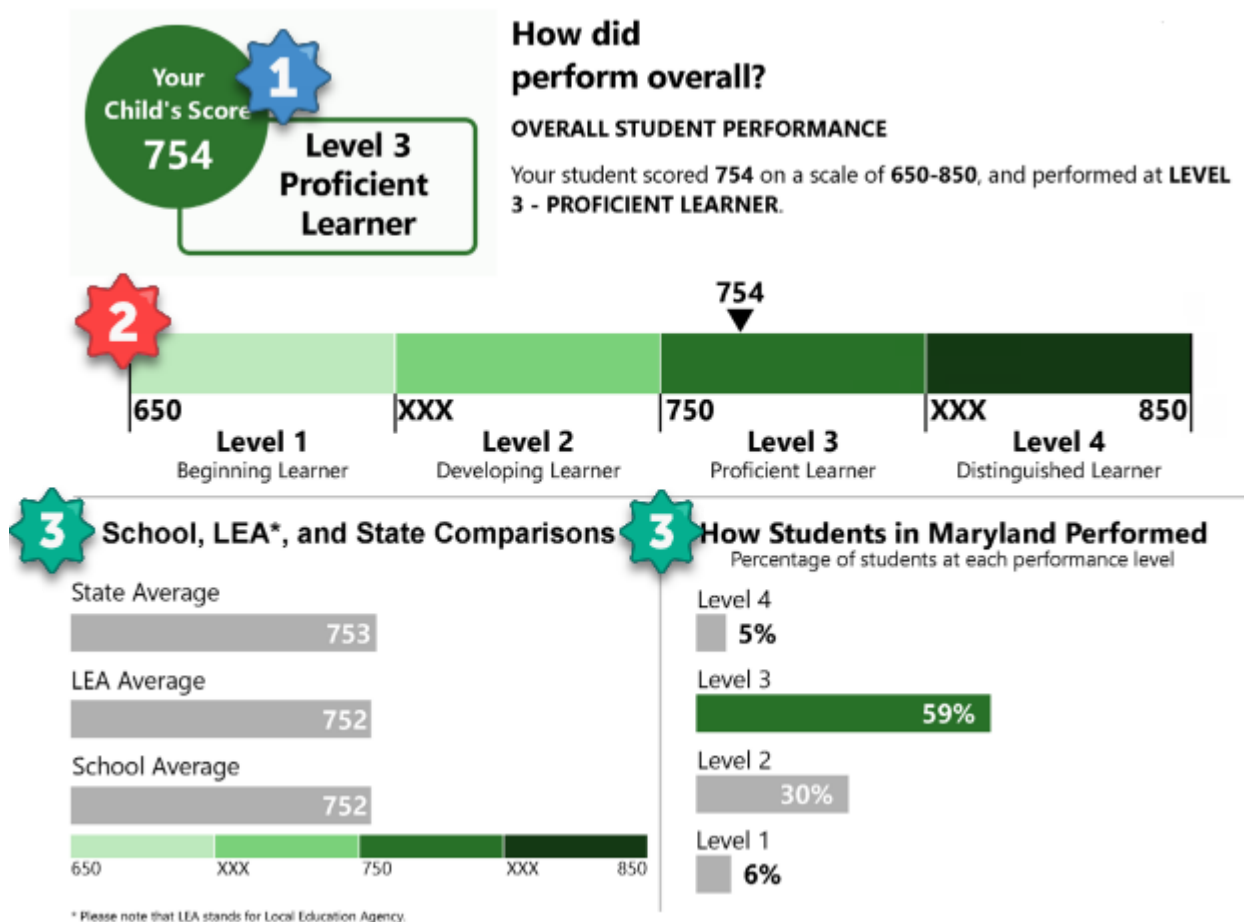
Overall Performance – Students receive an overall score and based on that score, are placed in one of four performance levels, with Level 4 indicating that the student is a distinguished learner while a student scoring at Level 1 is indicated as a beginning learner.



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



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.



How to Read Your Student's Score Report (Continued...)



Performance by Core Idea – This section provides the student's performance on each of the life science core ideas.

Core Idea Performance Indicator Legend – each core idea is marked with a performance indicator.



- A **closed circle** indicates the student is a “Distinguished or Proficient Learner” within this area. Students in this category are likely academically well prepared to engage successfully in further studies in the dimension of science content area and may need instructional enrichment.
- A **half-filled circle** indicates the student is a “Developing Learner.” Students in this category likely need academic support to engage successfully in further studies in the dimension of science content area.
- An **open circle** indicates the student is a “Beginning Learner.” Students in this category are likely not academically well prepared to engage successfully in further studies in the dimension of science content area. Such students likely need instructional interventions to increase achievement in the dimension of science content area.



Student Name: _____



4 How Did Your Child Perform on the Life Science MISA?

The Life Science MISA assesses a student's ability to use the practices of scientific inquiry along with the practices of engineering design to demonstrate their understanding of life science core ideas.



Investigating Science and Engineering Practices Integrated with Life Science

Your student performed about the same as students who **do not yet demonstrate proficiency**. Students **need substantial academic support** to ask questions and conduct investigations about the natural world. Students **need substantial academic support** to think algebraically and use computational tools to analyze and model data to better understand phenomenon, natural processes and systems.



Sensemaking Science and Engineering Practices Integrated with Life Science

Your student performed about the same as students who **demonstrate proficiency**. Students **are prepared** to demonstrate the ability to construct and revise explanations about the natural world based on evidence collected from models or data. Students **are prepared** to analyze data using statistics, probability and models to better understand the relationships between systems or components of a system.



Critiquing Science and Engineering Practices Integrated with Life Science

Your student performed about the same as students who **demonstrate partial proficiency**. Students **need additional academic support** in the ability to communicate scientific information about the natural world and to critically evaluate the validity and reliability of claims in order to determine the merits of arguments.

LEGEND

Your child performed about the same as:



Beginning Learners



Developing Learners



Distinguished and Proficient Learners



Facts About Assessment and Testing in Maryland

- ✓ Federal law requires a science assessment once in each grade level span. In Maryland, the assessment is given in Grades 5, 8 and High School.
- ✓ Maryland educators are highly involved in the development and improvement of the tests, from analyzing the items to reviewing them for appropriateness.
- ✓ Scores demonstrate a student's understanding of the science standards at the end of the grade level span.
- ✓ The score 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.
- ✓ Together everyone can decide how best to support the student's learning needs both in school and at home.