

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

The Maryland Comprehensive Assessment Program (MCAP) assessments for Government and Life Science (LS MISA), which align to the Maryland College and Career-Ready Standards, were administered in the spring of the 2023 – 2024 school year. In order to satisfy the American Government or Science graduation requirement, a student must earn one credit in a local, state, and national government course and/or biology course aligned with the MCAP government or LS MISA assessment, and take the assessment. 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



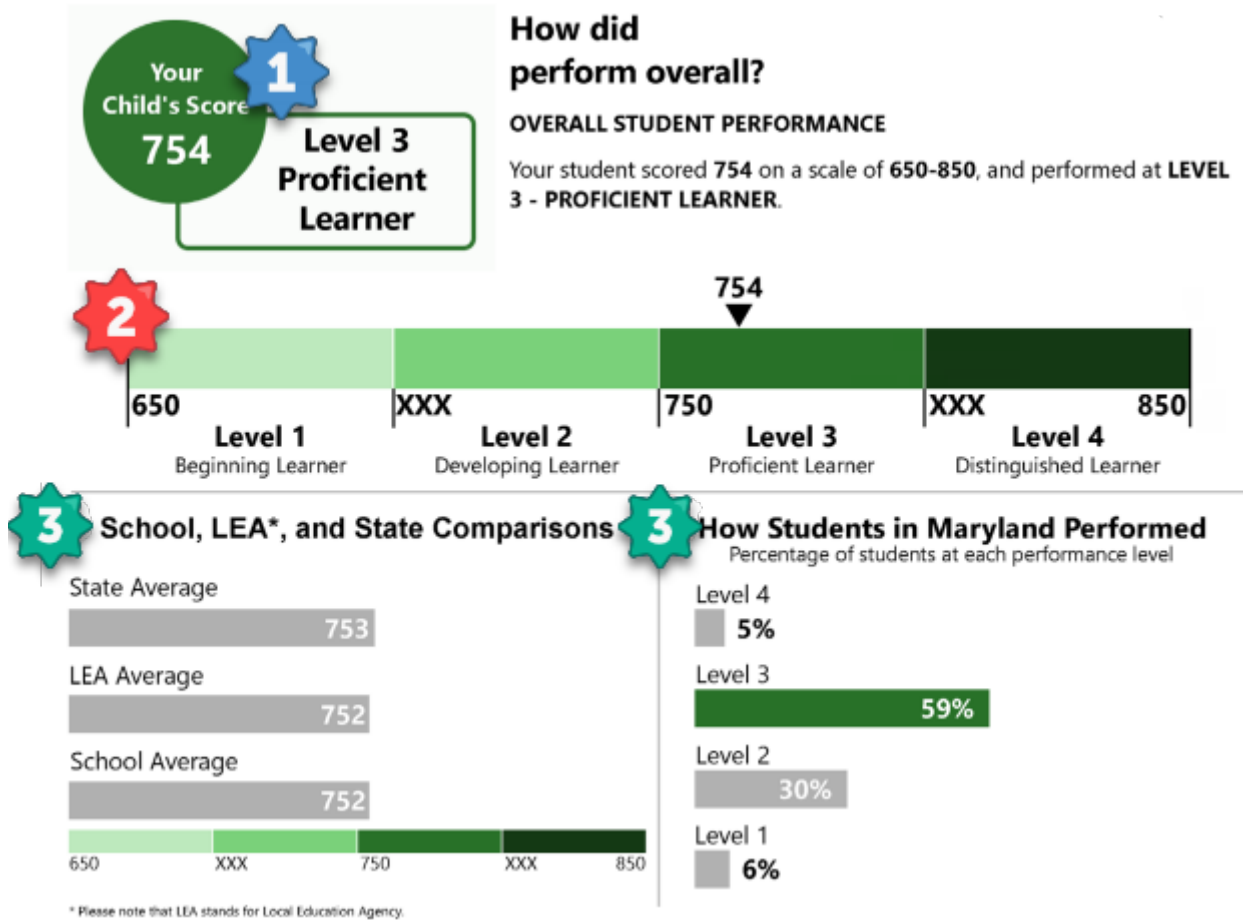
Overall Performance – Students receive an overall score and based on that score, are placed in one of four performance levels, with Level 4 indicating that the student is a distinguished learner while a student scoring at Level 1 is indicated as a beginning learner.



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 or social studies (government) 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 or social studies 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 or social studies 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 or social studies content area.



Student Name: _____




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







Student Name: _____


How Did Your Child Perform in the Maryland State Standards for Social Studies?

	Civics	Your student performed about the same as students who demonstrate partial proficiency . Students need additional academic support to demonstrate the historical development of the fundamental concepts and processes of authority, power, and influence with particular emphasis on civic reasoning.
	Peoples of the Nations and World	Your student performed about the same as students who demonstrate partial proficiency . Students need additional academic support to demonstrate knowledge of the people of the United States and the world using a historically grounded, multidisciplinary approach in order to recognize multiple narratives and acknowledge the diversity and commonality of the human experience.
	Geography	Your student performed about the same as students who demonstrate partial proficiency . Students need additional academic support to demonstrate knowledge about the role of culture, technology, and the environment in the location, distribution, and impact of human activities using geographic tools and spatial thinking in order to demonstrate a significance of place.
	Economics	Your student performed about the same as students who demonstrate partial proficiency . Students need additional academic support to demonstrate decisions made by individuals and groups using economic reasoning in order to understand the historical development and current status of economic principles, institutions, and processes needed to be effective citizens, consumers, and workers participating in local communities, the nation, and the world.
	Skills and Processes	Your student performed about the same as students who do not yet demonstrate proficiency . Students need substantial academic support to inquire about civics, geography, economics, history, and people and nations of the world using disciplinary literacy skills and processes to critically evaluate content through a variety of source materials across disciplines and use reading, writing, and other forms of communication to develop, defend, and critique arguments in order to take informed action.

LEGEND Your child performed about the same as:


Beginning Learners


Developing Learners


Distinguished and Proficient Learners

