

# Family Institute Session

## February 15, 2023



**Strand II: What to Know about State and District  
Testing for the 2022-2023 School Year /  
Subdominio II: Lo que debe saber sobre las  
pruebas estatales y distritales para el año escolar  
2022-2023**

**Coordinated and Facilitated by:  
Dr. Sheila Jackson, Director and Team  
Department of Family and  
School Partnerships**



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## Tonight's Simultaneous Interpreters: / Intérpretes simultánea de esta noche:

- Ana Marlette - [ana.marlette@pgcps.org](mailto:ana.marlette@pgcps.org)
- Darlene Perez-Garcia - [darlene.perezgarcia@pgcps.org](mailto:darlene.perezgarcia@pgcps.org)

### En una computadora--

En la sesión de Zoom, en la parte baja de la pantalla habrá un globo de interpretación. Haga clic en ese globo y seleccione "Spanish."

### En un dispositivo móvil--

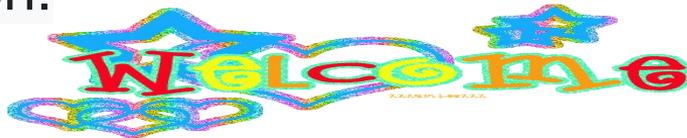
En la sesión de Zoom, en la parte baja de la pantalla, toca el icono de elipses en la parte baja derecha (...).

- Toque *Language Interpretation*.
- Toque *Spanish*.

# Who is Here This Evening? / ¿Quién está aquí esta noche?

1. Please complete our Secure Attendance Roster Process: /  
Complete nuestro proceso de lista de asistencia segura:  
<https://forms.gle/k39C2j6We9hGHjfo9>

- If you cannot access the form, please use the Chat Box and tell us: Your name, school affiliation and role
- Si no puede acceder al formulario, utilice el cuadro de chat e infórmenos: Su nombre, afiliación escolar y función.



## Please/Por favor:

- **Sign in on our Secure Attendance Form:/Regístrese en nuestro Formulario de asistencia segura:**  
<https://forms.gle/k39C2j6We9hGHjfo9>
- **Cameras on, and microphones off. / Cámaras encendidas y micrófonos apagados.**
- **Participate freely. / Participa libremente.**
- **Assume positive intentions. / Asumir intenciones positivas.**
- **Speak and listen with respect. / Hablar y escuchar con respeto.**
- **Share succinctly. / Comparte de manera sucinta.**



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**Mr. Neftali Ortiz,  
Specialist**

**Ms. April Shannon,  
Specialist**

**83 Parent  
Engagement  
Assistants (PEAs)  
in ~82 Schools**



# WHY Family Institute?

# ¿POR QUÉ Instituto de la Familia?

***...Parents are children's FIRST TEACHERS!***

***Together we ensure Success for  
ALL of Our Children!***

**...¡Los padres son los PRIMEROS MAESTROS de los niños!**

**Juntos aseguramos el Éxito para  
TODOS Nuestros Niños!**



# AGENDA

- **6:00 - 6:15 Welcome, Introductions & Check-In**  
**Bienvenido, presentaciones y check-in**
- **6:15 - 7:15 What to Know about State and District Testing for the 2022-2023 School Year / Lo que debe saber sobre las pruebas estatales y distritales para el año escolar 2022-2023**
- **7:15 - 7:25 Open Discussion, Q&A, Opportunities for Feedback / Discusión abierta, preguntas y respuestas, oportunidades para comentarios**
- **7:25 - 7:30 Meeting Evaluation and Closure / Evaluación y Clausura de la Reunión**



# **FI Session Outcomes /** **Resultados de la sesión FI**

**This session is for parents and families to hear updates regarding state and district testing for students in grades K-12 this school year. /**

**Esta sesión es para que los padres y las familias escuchen actualizaciones sobre las pruebas estatales y distritales para estudiantes en los grados K-12 este año escolar.**



# **FI Session Outcomes / Resultados de la sesión FI**

**We will discuss state and district assessments current and upcoming for this school year, the student performance data they report as well as how parents will be informed of their child's results. /**

**Discutiremos las evaluaciones estatales y distritales actuales y futuras para este año escolar, los datos de desempeño de los estudiantes que reportan y cómo se informará a los padres sobre los resultados de sus hijos.**



# **FI Session Outcomes /** **Resultados de la sesión FI**

**We will share some best practices for reviewing test results as well as how to best help prepare students for upcoming assessment administrations. /**

**Compartiremos algunas de las mejores prácticas para revisar los resultados de las pruebas y cómo ayudar mejor a los estudiantes a prepararse para las próximas administraciones de evaluación.**



# **FI Session Outcomes /** **Resultados de la sesión FI**

**Executive functioning skills are the basis for planning, organizing, initiating, and following through with all tasks, assignments, and problems inside and outside of school.**

**Las habilidades de funcionamiento ejecutivo son la base para planificar, organizar, iniciar y seguir todas las tareas, asignaciones y problemas dentro y fuera de la escuela.**



# Our Presenters / Nuestras Presentadoras

Jaime Bowers

Director of Testing, Research and Evaluation

Prince George's County Public Schools

Owens Road Administration Building

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[jaime.bowers@pgcps.org](mailto:jaime.bowers@pgcps.org)

Office: 301-702-3860

and

Laurie Mazelin

Supervisor of Data Management and Reporting

Department of Testing, Research and Evaluation

[laurie.mazelin@pgcps.org](mailto:laurie.mazelin@pgcps.org)

The background is a repeating pattern of school supplies and mathematical formulas. The supplies include rulers, pencils, notebooks, shoes, and triangular set squares. The formulas are  $\frac{a \times b}{x}$ ,  $\frac{x}{y}$ ,  $\sqrt{x-y}$ , and  $(x-y)^2$ .

# Family and School Partnership

## TESTING Presentation

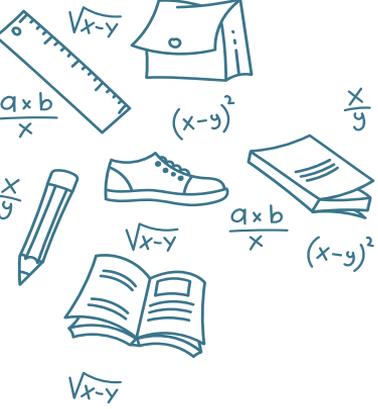
# Hello! Ola! Salut!



I'm Jaime Bowers and am the PGCPs PROUD Director of Testing, Research and Evaluation with Prince George's County Public Schools. I have been in education for over 22 years and am excited to share assessment updates and information with you this evening.



I'm Laurie Mazelin and I serve as the Supervisor of Data Management and Reporting Unit for the Department of Testing, Research and Evaluation with Prince George's County Public Schools. I am grateful for the opportunity to be with you this evening.



# Tonight's Talking Points

01

District  
Testing  
Purpose  
and  
Calendar

02

Maryland  
Assessment  
Comprehensive  
Program Testing

03

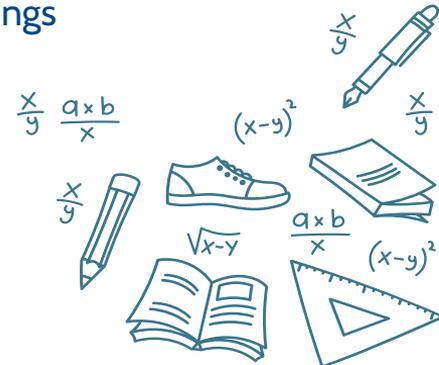
Prince  
George's  
County Public  
Schools  
Testing

04

Understanding  
Benchmark  
Scores

05

Wonderings and  
Sharings



01

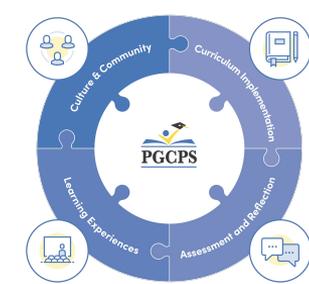
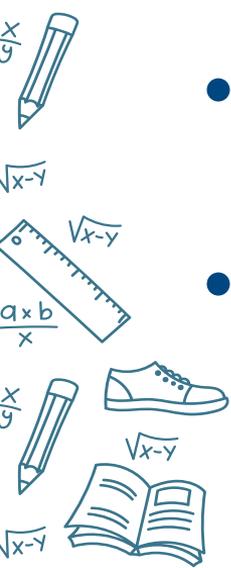
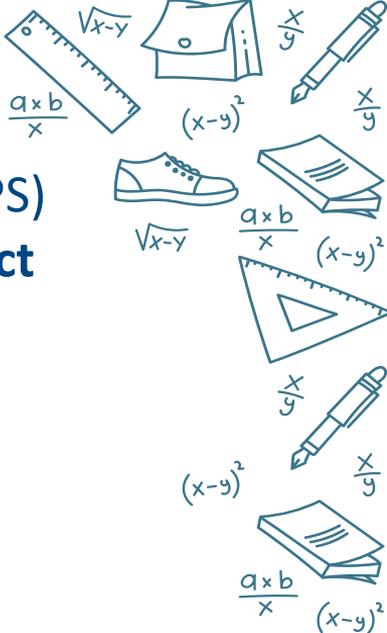
# District Testing Purpose and Calendar

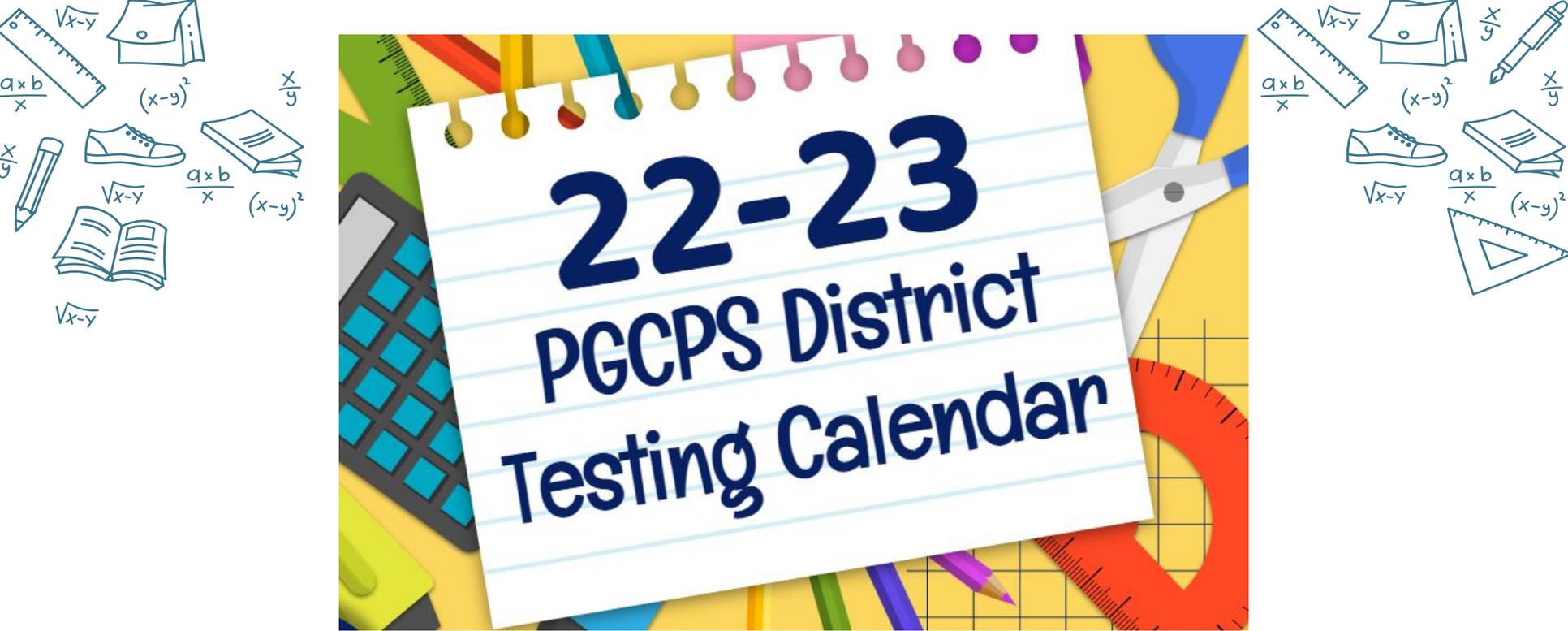


# Purpose of PGCPS Assessment Program

The priority of the Prince George's County Public Schools (PGCPS) Assessment Program is to provide **national, state and district assessment data and reporting**, that:

- **measures** what students learned during the instructional quarter, provide actionable and timely data and compare performance to peers within the school or district;
- **supports** teachers with identifying instructional strategies and resources to meet the needs of each student with supplemental supports, resources and interventions; and
- **identifies** for district content offices which teachers may need additional support, the effectiveness of the curriculum, and additional resources schools may need.





**PGCPS has published the district testing calendar to share information about the testing schedule for the 2022-2023 school year. Updated testing schedules are re-published as needed by the Testing Office throughout the school year.**

# District -Wide Assessment Calendar



## DISTRICT-WIDE ASSESSMENT CALENDAR

### Testing Calendar

#### Tuesday, April 11

DLM CIRT G3-8, 11 for ELA & Math and 5,8,11 for Science

MCAP - G3-8 ELA/Math, HS EOCs (make up May 15-19)

#### Wednesday, April 12

DLM CIRT G3-8, 11 for ELA & Math and 5,8,11 for Science

MCAP - G3-8 ELA/Math, HS EOCs (make up May 15-19)

#### Thursday, April 13

DLM CIRT G3-8, 11 for ELA & Math and 5,8,11 for Science

MCAP - G3-8 ELA/Math, HS EOCs (make up May 15-19)

#### Friday, April 14

DLM CIRT G3-8, 11 for ELA & Math and 5,8,11 for Science

MCAP - G3-8 ELA/Math, HS EOCs (make up May 15-19)

#### Saturday, April 15

DLM CIRT G3-8, 11 for ELA & Math and 5,8,11 for Science

MCAP - G3-8 ELA/Math, HS EOCs (make up May 15-19)

#### Sunday, April 16

DLM CIRT G3-8, 11 for ELA & Math and 5,8,11 for Science

MCAP - G3-8 ELA/Math, HS EOCs (make up May 15-19)

#### Monday, April 17

DLM CIRT G3-8, 11 for ELA & Math and 5,8,11 for Science

MCAP - G3-8 ELA/Math, HS EOCs (make up May 15-19)

#### Tuesday, April 18

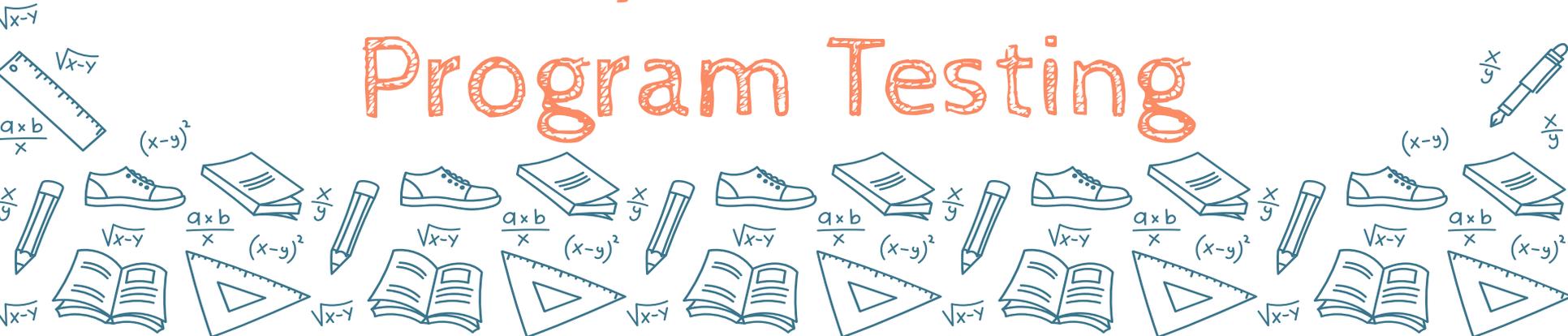
DLM CIRT G3-8, 11 for ELA & Math and 5,8,11 for Science

The calendar is available on the [Parent and Caregiver Resource Site](#)



02

# Maryland Assessment Comprehensive Program Testing



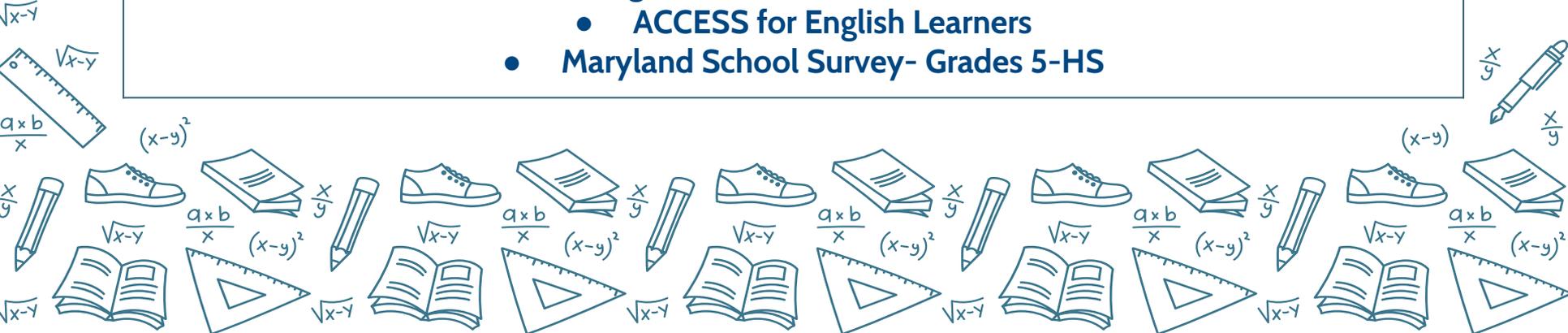
# National & State Assessments and Surveys

## Maryland Comprehensive Assessment Program (MCAP)

- Mathematics - Fall & Spring Blocks
  - ELA - Fall & Spring Blocks
  - Social Studies Grade 8
- MCAP High School (HS) Government
- Maryland Integrated Science Assessment (MISA) Grades 5, 8 and HS
  - Alternate Assessments in ELA, Mathematics, Science

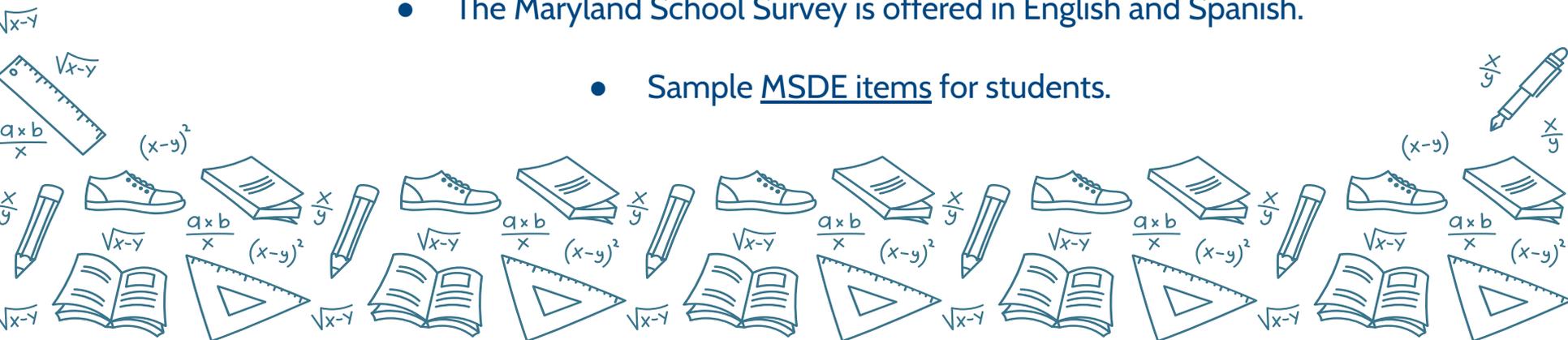
## Other State Assessments

- Kindergarten Readiness Assessment (KRA)
  - ACCESS for English Learners
- Maryland School Survey- Grades 5-HS



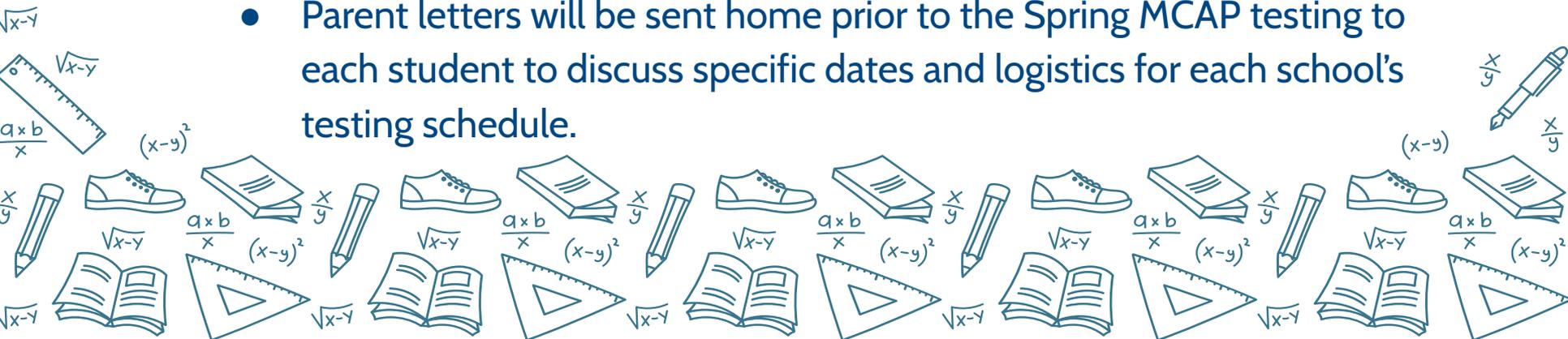
# Maryland School Survey

- Maryland School Survey Spring 2022 is administered to students in grades 5 through 11 as well as to educators in all schools from **March 13th to 31st**.
- Each school, as part of the Maryland Accountability Plan, administers the survey which includes four domains for students and educators:  
(1) safety; (2) environment; (3) engagement; and (4) relationships.
  - There is a fifth domain specifically for educators:  
(5) quality of instructional feedback.
- The Maryland School Survey is offered in English and Spanish.
  - Sample MSDE items for students.



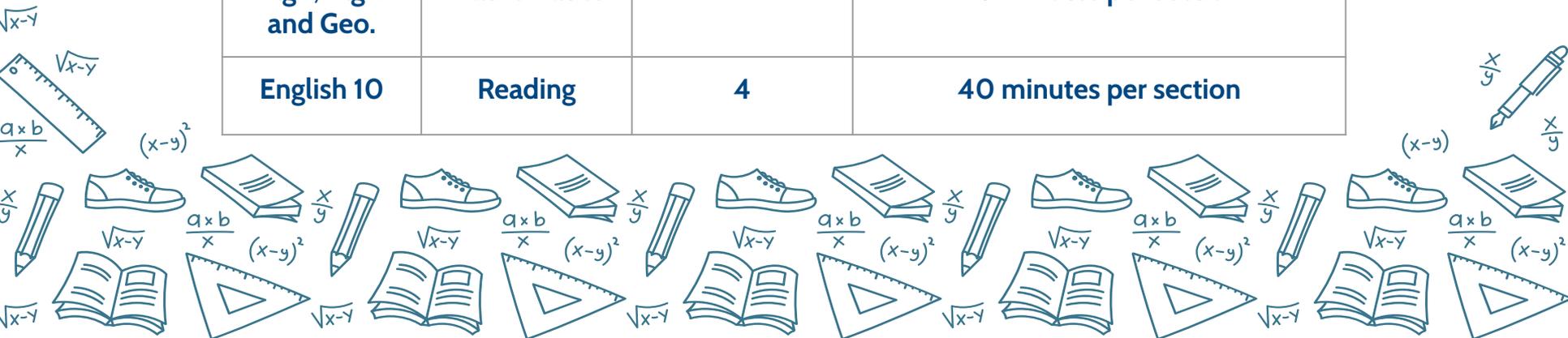
# Maryland Comprehensive Assessment in ELA and Mathematics

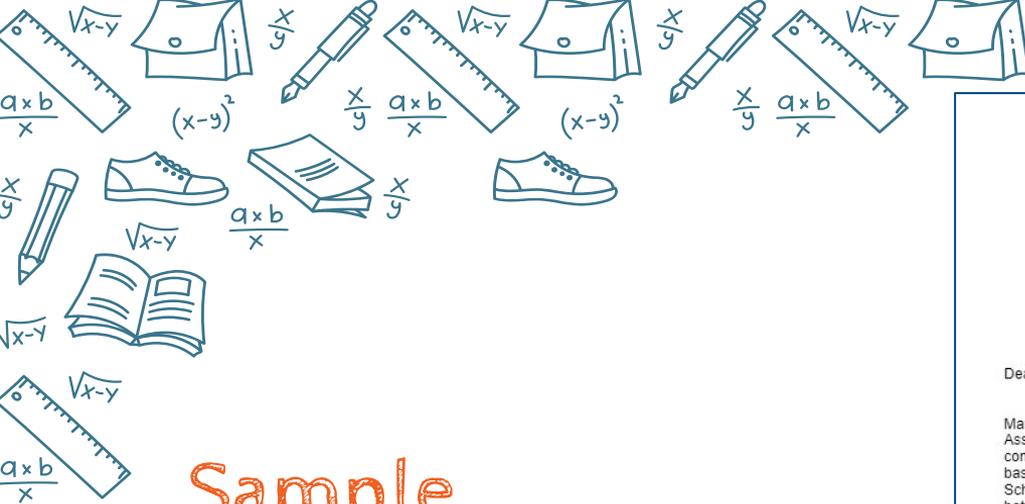
- Each school creates their own Spring MCAP assessment schedule based on school's scheduling logistics, number of tested students, accommodations, etc.
- PGCPs students will take the the Spring MCAP assessments on a PGCPs issued technology device to ensure test security.
- PGCPs will be administering the Spring MCAP in ELA and Mathematics from **April 11th - May 12th**.
- Parent letters will be sent home prior to the Spring MCAP testing to each student to discuss specific dates and logistics for each school's testing schedule.



# MCAP Spring Testing Timing in ELA and Mathematics

Grades	Content	Sections	Timing
Grades 3-5	Mathematics	4	40 minutes per section
Grades 3-5	Reading	4	70 minutes per section
Grades 6-8	Mathematics	4	40 minutes per section
Grades 6-8	Reading	4	70 minutes per section
Alg 1, Alg 2 and Geo.	Mathematics	4	40 minutes per section
English 10	Reading	4	40 minutes per section





# Sample Parent/Family Assessment Letter



School  
Street Address, City, Maryland ZIP  
Phone: 301----- Fax: 301-----

-----, Principal -----, Assistant Principal

Dear Parents,

In the coming weeks, all students in grades five and eight in the state of Maryland will participate in the Maryland Integrated Science Assessment (MISA), one of the assessments in the Maryland Comprehensive Assessment Program (MCAP). The Federal Every Student Succeeds Act requires Maryland to test science content at least once in the elementary and once in the middle school grades. This is an online assessment based on the Next Generation Science Standards which the state of Maryland has adopted for their curriculum. Schools taking the online test will create a schedule in order for students to access computers and take the test between March 7th and March 24th. A paper format of the science test will be available to any student needing this format and they will test on March 7th through March 17th. All make-ups for schools administering the paper test must be complete by March 17th. The test is administered over two days and will take approximately two hours each day.

The test will include both selected response and constructed response items. The online version of the test will also include Technology Enhanced Items.

It is extremely important that your child is in school and on time each day of testing. Make-up testing is required for all students. Students may not be permitted to test if tardy on their assigned testing day.

**WE NEED YOUR HELP TO MAKE SURE YOUR STUDENT DOES HIS OR HER BEST JOB. PLEASE...MAKE SURE...**

1. Your child arrives at school on time.
2. Your child eats a substantial breakfast in the morning that will give them the necessary energy and alertness for participation in testing.
3. Your child gets a good night's sleep the night before each testing day.
4. Your child is in school every testing day. Children absent on a testing day will participate in make-up testing.
5. You encourage your child to do their best!

Thank you for your help. We know our students will do their best! Should you have any questions, please call the school.

Sincerely yours,

Principal

# MCAP Practice Tests



- Home
- Pearson Access
- Technology Setup
- Resources
- Test Preparation
- Reporting
- Policy Documents & Forms
- Support

## Mathematics Practice Tests

Do you want to know what taking the Mathematics portion of the MCAP Assessment is like? A practice test for each grade is available below for you to use to familiarize yourself with the kinds of items and format used for the Mathematics MCAP assessment.

ELA/  
Literacy

Mathematics

Science  
MISA

Social  
Studies

Please select your grade level to view practice tests.

- The practice test platforms have a default login of "Guest," however, users can choose to enter a name when they begin. This is for the teacher's reference when printing reports at the end of the scorable practice tests. This information is not captured or maintained in the system. Teachers can assign numerical values to each student as a log in, if it is preferred.
- Paper practice tests can be printed. The material on these tests is non-secure.

Grade 3

Grade 4

Grade 5

Grade 6

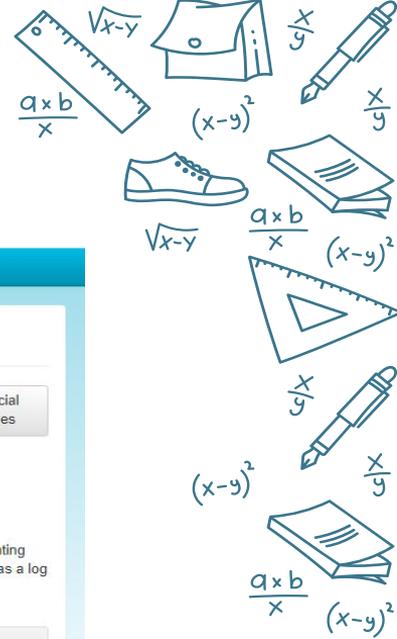
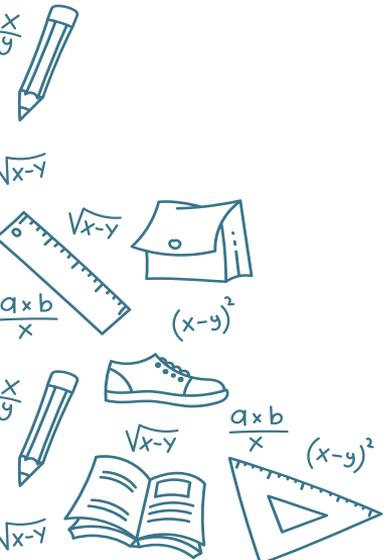
Grade 7

Grade 8

Algebra I

Geometry

Algebra II





# What to Know about MCAP 2022

Performance levels (PL) changed from 5 to 4 with the administration of the Spring 2022 MCAP assessment in ELA and mathematics. The new PL titles reflect new state learner expectations.

Performance Level 2019	Performance Level Description 2019
Performance Level 1	Does Not Yet Meet Exp.
Performance Level 2	Partially Met Expectations
Performance Level 3	Approached Expectations
Performance Level 4	Met Expectations
Performance Level 5	Exceeded Expectations



Performance Level 2022	Performance Level Description 2022
Performance Level 1	Beginning Learner
Performance Level 2	Developing Learner
Performance Level 3	Proficient Learner
Performance Level 4	Distinguished Learner



# What to Know about MCAP 2022

## MCAP Performance Level Descriptions

MCAP reporting will embrace a growth mindset with new language for reporting student performance levels beginning with the ELA and mathematics from Spring 2022.

### Performance Level Descriptions

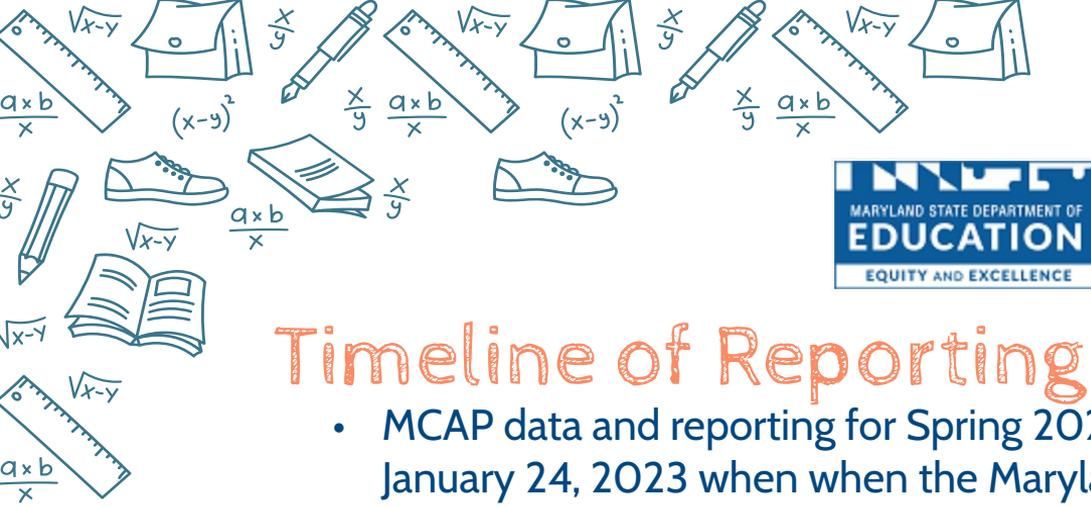
	<b>Level 4</b>	Distinguished Learner
	<b>Level 3</b>	Proficient Learner
	<b>Level 2</b>	Developing Learner
	<b>Level 1</b>	Beginning Learner

**Level 4 Distinguished Learners:** Distinguished Learners demonstrate advanced proficiency. 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. 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. 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. 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.



## Timeline of Reporting Assessment Data

- MCAP data and reporting for Spring 2022 ELA and Math results became available January 24, 2023 when when the Maryland State Department of Education released them during their public board meeting.
- MSDE will report out to all stakeholders the Spring 2022 MCAP student results as part of the MD Report Card release. Parents and families will receive their child's Individual Student Reports for the Spring 2022 MCAP in March 2023.
- Results for this Spring's MCAP administration are expected much sooner beginning this school year and moving forward.



# Sample MCAP Individual Student Report



Maryland Comprehensive Assessment Program  
GRADE 3 ELA/L

## English Language Arts/Literacy Assessment Report, 2021–2022

This report shows the level of proficiency attained by FIRSTNAME01 on this assessment. This assessment is just one measure of how well your child is performing academically.

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 <http://support.mdassessments.com>.

### Learn more about Maryland's College and Career Ready Standards

These rigorous education standards establish a set of shared goals 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://marylandpublicschools.org/programs/Pages/ELA/MCCR.aspx>.

See side 2 of this report for specific information on your child's performance in reading and writing.

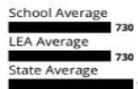
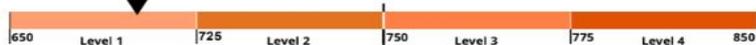
## How Did FIRSTNAME01 Perform Overall?

### Performance Level 1

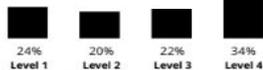
A description of the Performance Levels can be found on the back of this page.

- Level 4 Distinguished Learner
- Level 3 Proficient Learner
- Level 2 Developing Learner
- Level 1 Beginning Learner

Your child's score  
701



### How Students in Maryland Performed



Percentage of students at each performance level

### How are assessment results used?

Results from the assessment give your child's teacher, school, and school district information about their academic performance, and provide you with some insight as to your child's level of learning. These results should be used with other assessment results and class work when gauging student performance.

FIRSTNAME01 M. LASTNAME

Date of Birth: 10/09/2014 ID: EL03040003 Grade: 3  
SAMPLE DISTRICT NAME  
SAMPLE SCHOOL ONE NAME  
MARYLAND  
SPRING 2022

### 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?

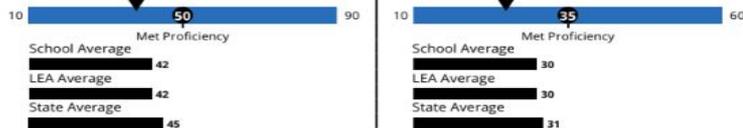


## How Did Your Child Perform in Reading and Writing?

FIRSTNAME01 M. LASTNAME

### READING

Your child's score  
38



### READING LITERARY

Your child 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 fiction, drama, and poetry.

### READING INFORMATIONAL

Your child 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.

### FOUNDATIONAL SKILLS

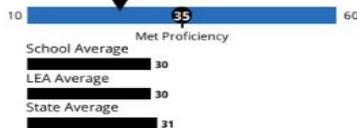
Your child performed about the same as other **Beginning Learners** who did not yet demonstrate proficiency in their performance on this standards-aligned assessment. Students demonstrate proficiency by showing an understanding of common letter sounds, spelling patterns, and the analysis needed to decode words in isolation.

### VOCABULARY

Your child 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 use context to determine what words and phrases mean.

### WRITING

Your child's score  
25



### WRITTEN EXPRESSION

Your child 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 child 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 child performed about the same as:

- Distinguished or Proficient Learners
- Developing Learners
- 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 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.

**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.

# Sample MCAP Individual Student Report



Maryland Comprehensive Assessment Program  
GRADE 3 MATH

FIRSTNAME M. LASTNAME

Date of Birth: 12/31/2014 ID: MA04040042 Grade: 3  
SAMPLE DISTRICT NAME  
SAMPLE SCHOOL ONE NAME  
MARYLAND  
SPRING 2022

## Mathematics Assessment Report, 2021–2022

This report shows the level of proficiency attained by FIRSTNAME on this assessment. This assessment is just one measure of how well your child is performing academically.

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 <http://support.mdassessments.com>.

### Learn more about Maryland's College and Career Ready Standards

These rigorous education standards establish a set of shared goals 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://marylandpublicschools.org/programs/Pages/ELA/MCCR.aspx>.

See side 2 of this report for specific information on your child's performance in mathematics.

## How Did FIRSTNAME Perform Overall?

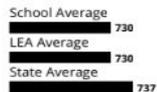
**Performance Level 1**

A description of the Performance Levels can be found on the back of this page.

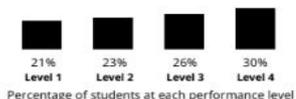
- Level 4 Distinguished Learner
- Level 3 Proficient Learner
- Level 2 Developing Learner
- Level 1 Beginning Learner

Your child's score

722



### How Students in Maryland Performed



### How are assessment results used?

Results from the assessment give your child's teacher, school, and school district information about their academic performance, and provide you with some insight as to your child's level of learning. These results should be used with other assessment results and class work when gauging student performance.



## How Did Your Child Perform in Areas of Mathematics?

### CONTENT

Your child performed about the same as other **Proficient or Distinguished Learners** who demonstrated proficiency or advanced 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.

### REASONING

Your child 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 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.

### LEGEND

Your child performed about the same as:

- Distinguished or Proficient Learners
- Developing Learners
- Beginning Learners

### 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.*

# Family Resource Guide

## Family Guide: MCAP (Maryland Comprehensive Assessment Program)



WHO

ELA: Grades 3-8, English 10  
Math: Grades 3-8, Algebra 1  
Science (MISA): Grades 5 and 8,  
HS Life Science  
Social Studies (SS): Grade 8,  
Government



WHAT

The Maryland Comprehensive Assessment Program (MCAP) consists of summative exams across four content areas.



WHEN

Test Administration: 1-2 times per year

- Fall Block: Dec/Jan (high school courses only)
- Spring Block: April/May



WHY

To assess students' progress toward college and career readiness, fulfill graduation requirements, provide teachers with data to inform instruction to support student growth and determine academic achievement as measured on the MSDE Report Card.

### MY SCORE REPORT:



HOW

Individual Student Reports (ISR) will be distributed by your scholar's teacher typically in the Fall of the next school year.



INFORMATION INCLUDED

- Scale Score
- Performance Level
- Subscore Performance Indicators

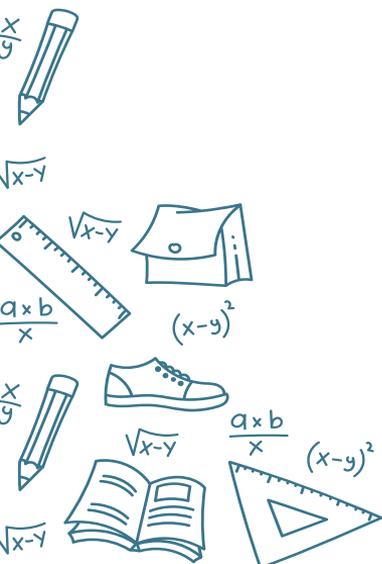
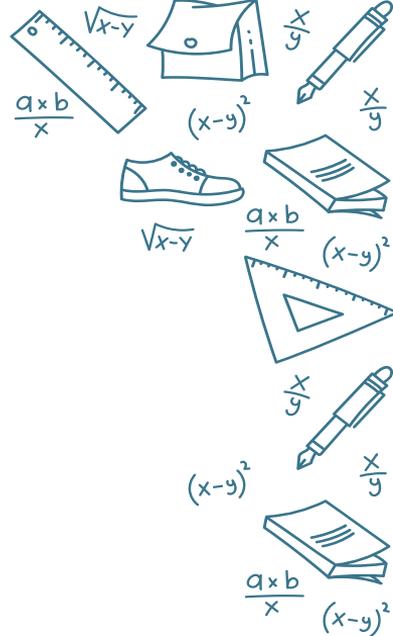


TERMS TO KNOW

- Scale Score: a numerical value that summarizes student performance
- Performance Level: a descriptor for your scholar's overall performance on the assessment.
- Subscores: specific content skill assessed on the test

Resources: (select the hyperlink to access the resource)

- [MCAP \(ELA and Math\) Sample Report](#) - coming soon!
- [MCAP \(ELA, Math, and Science\) Interpretation Guide](#) - new version coming soon!
- [MISA \(Science\) Sample Report](#) - new version coming soon!
- [Social Studies \(Government\) Interpretation Guide](#)



03

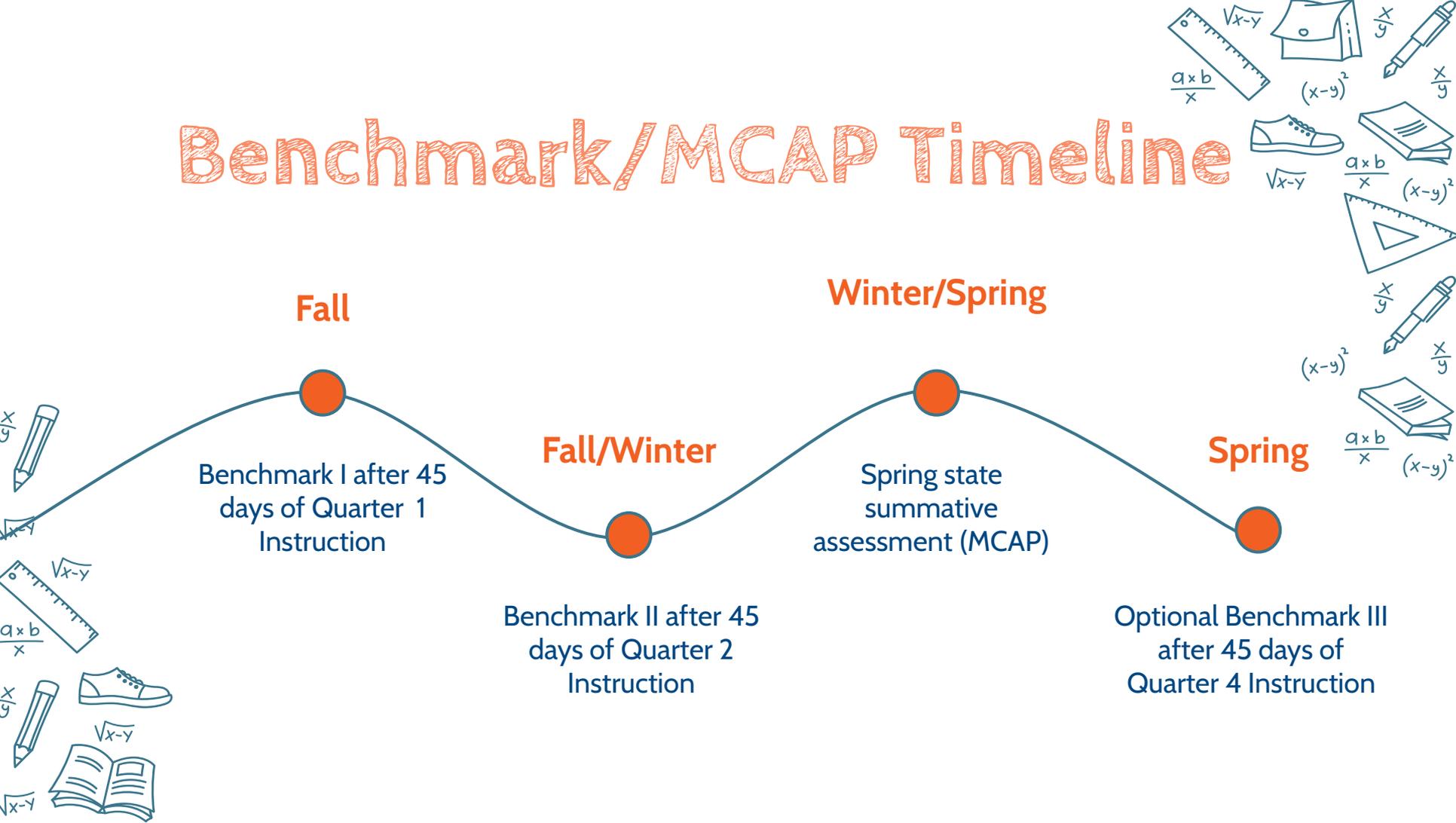
# Prince George's County Public Schools Testing



# District Assessments

<b>PSAT 8/9- Grade 8</b>	<b>SAT- Grade 11</b>
<b>Mathematics and RELA Benchmarks-Grades K-HS</b>	<b>Science and Social Studies Benchmarks-Grades 5, 8, and HS</b>
<b>Reading Inventory- Grades 6-8</b>	<b>DIBELS- Grades K-2</b>
<b>i-Ready Reading- Grades K-5</b>	<b>OLSAT- Grade 1</b>
<b>CogAT- Grades 2 and 4</b>	<b>Pearson/Connexus for Online Campus G7-12</b>

# Benchmark/MCAP Timeline





# Reporting of District Assessment Data

## PGCPS District Assessments

- PGCPS Readiness, Common, Interim and Benchmark Assessments in RELA, Mathematics, Science and Social Studies all report students scores **24 Hours** after **test submission** and **hand scoring has been completed**.
- **Parent and families** will have access to the district's assessment platform for parents and families to access student Benchmark assessment results and informational resources for district assessments beginning in March.

04

# Understanding Benchmark Scores



# Benchmark Resource Guides

Family Guide:  
Benchmarks

PEARSON  
TestNav

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**WHO**

Students enrolled in:

- Math:** Grades K - 8, Algebra 1, Geometry, Quantitative Modeling, Algebra 2
- RELA:** Grades 3 - 8, English 9, English 10
- Science:** Grades 5 and 8, Biology
- Social Studies:** LSN Government

**WHAT**

Benchmark assessments given throughout the year to measure progress toward mastery of content standards being taught in the classroom.

---

**WHEN**

Two-Three Times a Year:

- After Quarter 1
- After Quarter 2
- After Quarter 3 (optional by school for Math and RELA)

**WHY**

Data from these exams supports teachers with identifying instructional strategies and resources to meet the needs of each student.

---

**MY SCORE REPORT:**

**HOW**

After testing is complete, contact your student's teacher for details regarding the distribution of Individual Student Reports (ISRs).

**INFORMATION INCLUDED**

- Name and Date of Assessment
- Percent Score
- Test Performance
- Domain Performance
- Explanation of Content Domains (RELA and Math only)

---

**TERMS TO KNOW**

- Performance Level:** Your scholar's overall performance on the assessment.
- Domain:** Content related skills assessed on the test
- Standards:** The specific skill or knowledge that your child is taught

---

**Resources:** (select the hyperlink to access the resource)

- [Student Tutorial, Practice Tests and Other Resources](#)
- [MD College and Career-Ready Standards](#) - learn more about what students should know and be able to do at each grade level
- [What Students Should Know](#)

English:



French:



Spanish:





# Sample Individual Student Report (ISR)

**Student Report (ISR)**  
Algebra 1 Benchmark SY23  
Benchmark I SY23

FREDERICK DOUGLASS HIGH  
CLUSTER 11  
PRINCE GEORGE'S COUNTY PUBLIC SCHOOLS

Performance Level Scale

	0-19% Performance Level 1: Below Expectations		20-60% Performance Level 2: Approaching Expectations		61-100% Performance Level 3: Met Expectations
--	--	--	---	--	--

Student Name	Grade	Test Name	Test Date	Score / Level
	10	Algebra 1 Benchmark SY23	11/14/2022	<b>50% (9/18)</b> 20-60% Performance Level 2: Approaching Expectations

**50% (9/18)**  
20-60% Performance Level 2: Approaching Expectations
11/14/2022  
CURRENT

Algebra	↔
Functions	↔
Modeling	↑
Reasoning	↓
Statistics & Probability	↑

**50% (9/18)**  
20-60% Performance Level 2:  
Approaching Expectations
11/14/2022  
CURRENT

**Test Performance**

0-19% Performance Level 1: Below Expectations | 20-60% Performance Level 2: Approaching Expectations | 61-100% Performance Level 3: Met Expectations

has performed above the School's average of 26% and above the Cluster's average of 22% and above the District's average of 25%.

Domain Performance		
Algebra	↔	(20-60% Performance Level 2: Approaching Expectations)
Functions	↔	(20-60% Performance Level 2: Approaching Expectations)
Modeling	↑	(61-100% Performance Level 3: Met Expectations)
Reasoning	↓	(0-19% Performance Level 1: Below Expectations)
Statistics & Probability	↑	(61-100% Performance Level 3: Met Expectations)

**Math Domains ( 5 of 5 )**

<div style="background-color: #FFD700; padding: 5px; border: 1px solid black; display: flex; justify-content: space-between;"> <span>55% ↔ (20-60% Performance Level 2: Approaching Expectations) 6 / 11 points</span> <span>SCORE*</span> </div>	<p><b>Algebra</b> Algebra</p> <p>* Domain Performance Level Range: 0 - 19%: (0-19% Performance Level 1: Below Expectations) ↓ 20 - 60%: (20-60% Performance Level 2: Approaching Expectations) ↔ 61 - 100%: (61-100% Performance Level 3: Met Expectations) ↑</p>
---	---

**Individual Student Report**

<div style="background-color: #FFD700; padding: 5px; border: 1px solid black; display: flex; justify-content: space-between;"> <span>33% ↔ (20-60% Performance Level 2: Approaching Expectations) 2 / 6 points</span> <span>SCORE*</span> </div>	<p><b>Functions</b> Functions</p> <p>* Domain Performance Level Range: 0 - 19%: (0-19% Performance Level 1: Below Expectations) ↓ 20 - 60%: (20-60% Performance Level 2: Approaching Expectations) ↔ 61 - 100%: (61-100% Performance Level 3: Met Expectations) ↑</p>
<div style="background-color: #FFD700; padding: 5px; border: 1px solid black; display: flex; justify-content: space-between;"> <span>100% ↑ (61-100% Performance Level 3: Met Expectations) 4 / 4 points</span> <span>SCORE*</span> </div>	<p><b>Modeling</b> Modeling</p> <p>* Domain Performance Level Range: 0 - 19%: (0-19% Performance Level 1: Below Expectations) ↓ 20 - 60%: (20-60% Performance Level 2: Approaching Expectations) ↔ 61 - 100%: (61-100% Performance Level 3: Met Expectations) ↑</p>
<div style="background-color: #FFD700; padding: 5px; border: 1px solid black; display: flex; justify-content: space-between;"> <span>0% ↓ (0-19% Performance Level 1: Below Expectations) 0 / 4 points</span> <span>SCORE*</span> </div>	<p><b>Reasoning</b> Reasoning</p> <p>* Domain Performance Level Range: 0 - 19%: (0-19% Performance Level 1: Below Expectations) ↓ 20 - 60%: (20-60% Performance Level 2: Approaching Expectations) ↔ 61 - 100%: (61-100% Performance Level 3: Met Expectations) ↑</p>
<div style="background-color: #FFD700; padding: 5px; border: 1px solid black; display: flex; justify-content: space-between;"> <span>100% ↑ (61-100% Performance Level 3: Met Expectations) 1 / 1 points</span> <span>SCORE*</span> </div>	<p><b>Statistics &amp; Probability</b> Statistics &amp; Probability</p> <p>* Domain Performance Level Range: 0 - 19%: (0-19% Performance Level 1: Below Expectations) ↓ 20 - 60%: (20-60% Performance Level 2: Approaching Expectations) ↔ 61 - 100%: (61-100% Performance Level 3: Met Expectations) ↑</p>

Report includes only students whose reporting school is (or is within) the organization listed in the upper right corner. Your role and associated permissions may also affect available report results.



# Deeper Dive: Sample ISR

**Student Report (ISR)**  
Algebra 1 Benchmark SY23  
Benchmark I SY23

FREDERICK DOUGLASS HIGH  
CLUSTER 11  
PRINCE GEORGE'S COUNTY PUBLIC SCHOOLS

Performance Level Scale

- 0-19% Performance Level 1: Below Expectations
- 20-60% Performance Level 2: Approaching Expectations
- 61-100% Performance Level 3: Met Expectations

Student Name	Grade	TEST NAME	Test Date	SCORE & PL
	10	Algebra 1 Benchmark SY23	11/14/2022	<b>50% (9/18)</b> 20-60% Performance Level 2: Approaching Expectations

**50% (9/18)**  
20-60% Performance Level 2: Approaching Expectations

11/14/2022  
CURRENT

Domains	Performance
Algebra	↔
Functions	↔
Modeling	↑
Reasoning	↓
Statistics & Probability	↑

Domains assessed and performance on those domains

Key: The arrows are a visual indication of whether a student met (↑), approached (↔) or was below expectations (↓) for each domain.



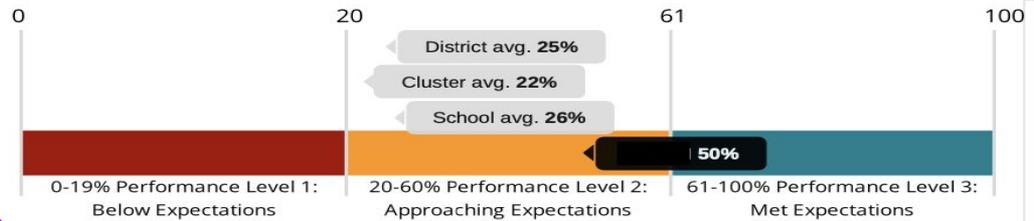
# Deeper Dive: Sample ISR

## Comparison to District and School Average

**50% (9/18)** 11/14/2022  
CURRENT  
20-60% Performance Level 2:  
Approaching Expectations

has performed above the School's average of 26% and above the Cluster's average of 22% and above the District's average of 25%.

### Test Performance



### Domain Performance

Algebra	↔	(20-60% Performance Level 2: Approaching Expectations)
Functions	↔	(20-60% Performance Level 2: Approaching Expectations)
Modeling	↑	(61-100% Performance Level 3: Met Expectations)
Reasoning	↓	(0-19% Performance Level 1: Below Expectations)
Statistics & Probability	↑	(61-100% Performance Level 3: Met Expectations)

Results of each Domain that was assessed

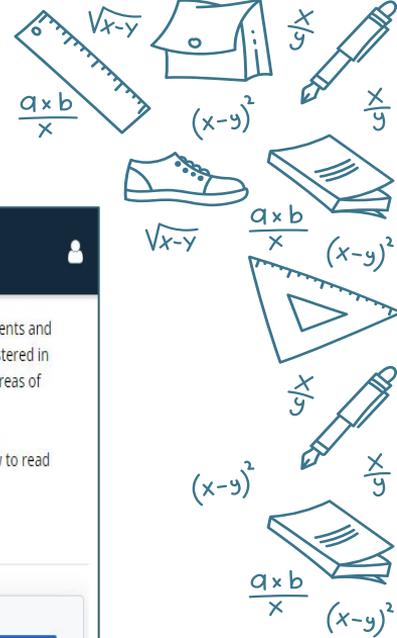


# Deeper Dive: Sample ISR

For each domain, the report shows the % correct, performance level, and the points earned/points possible

<p>100% ↑ (61-100% Performance Level 3: Met Expectations) 4 / 4 points</p> <p>SCORE*</p>	<p><b>Modeling</b> Modeling</p> <p><i>* Domain Performance Level Range:</i> 0 - 19%: (0-19% Performance Level 1: Below Expectations) ↓ 20 - 60%: (20-60% Performance Level 2: Approaching Expectations) ↔ 61 - 100%: (61-100% Performance Level 3: Met Expectations) ↑</p>
<p>0% ↓ (0-19% Performance Level 1: Below Expectations) 0 / 4 points</p> <p>SCORE*</p>	<p><b>Reasoning</b> Reasoning</p> <p><i>* Domain Performance Level Range:</i> 0 - 19%: (0-19% Performance Level 1: Below Expectations) ↓ 20 - 60%: (20-60% Performance Level 2: Approaching Expectations) ↔ 61 - 100%: (61-100% Performance Level 3: Met Expectations) ↑</p>

# Parent Portal for Benchmark Reports



Coming  
Soon!

**Welcome, Michele DeAngelis.** 

stud14, stud4 newstudent1015 (Prince George's County P... ▾

Welcome to the Prince George's County Public School's (PGCPS) Pearson Access Parent Portal. On this portal, parents and families can access their child's district Benchmark Individual Student Reports (ISRs) for each Benchmark administered in their classrooms during this school year. The Benchmark ISRs give a detailed analysis of your child's scores and areas of strength and challenge on each Benchmark and can be found for district administered assessments in: Reading/English/Language Arts (RELA), Mathematics, Science and Social Studies. To assist parents and families in understanding the Benchmark ISRs, please visit [Parent and Caregiver Resources](#) for more information about how to read and interpret the reports.

COMPLETED TESTS

**Math 3 Benchmark I SY22**  
Administration: Benchmark I SY22 Subject : Math [View Report](#)

**RELA 3 Benchmark I SY22**  
Administration: PGCPS Trait Scoring Subject : ELA [View Report](#)

**Math 3 Benchmark II SY22**  
Administration: Benchmark II SY22 Subject : Math [View Report](#)

# Parent Portal for Benchmark Reports

**From:** PearsonAccess Systems <[noreply@mailer.pearsonaccess.com](mailto:noreply@mailer.pearsonaccess.com)>

**Sent:** Monday, February 13, 2023 4:07 PM

**To:**

**Subject:** Welcome to Parent Portal!

Dear FiFirstName,

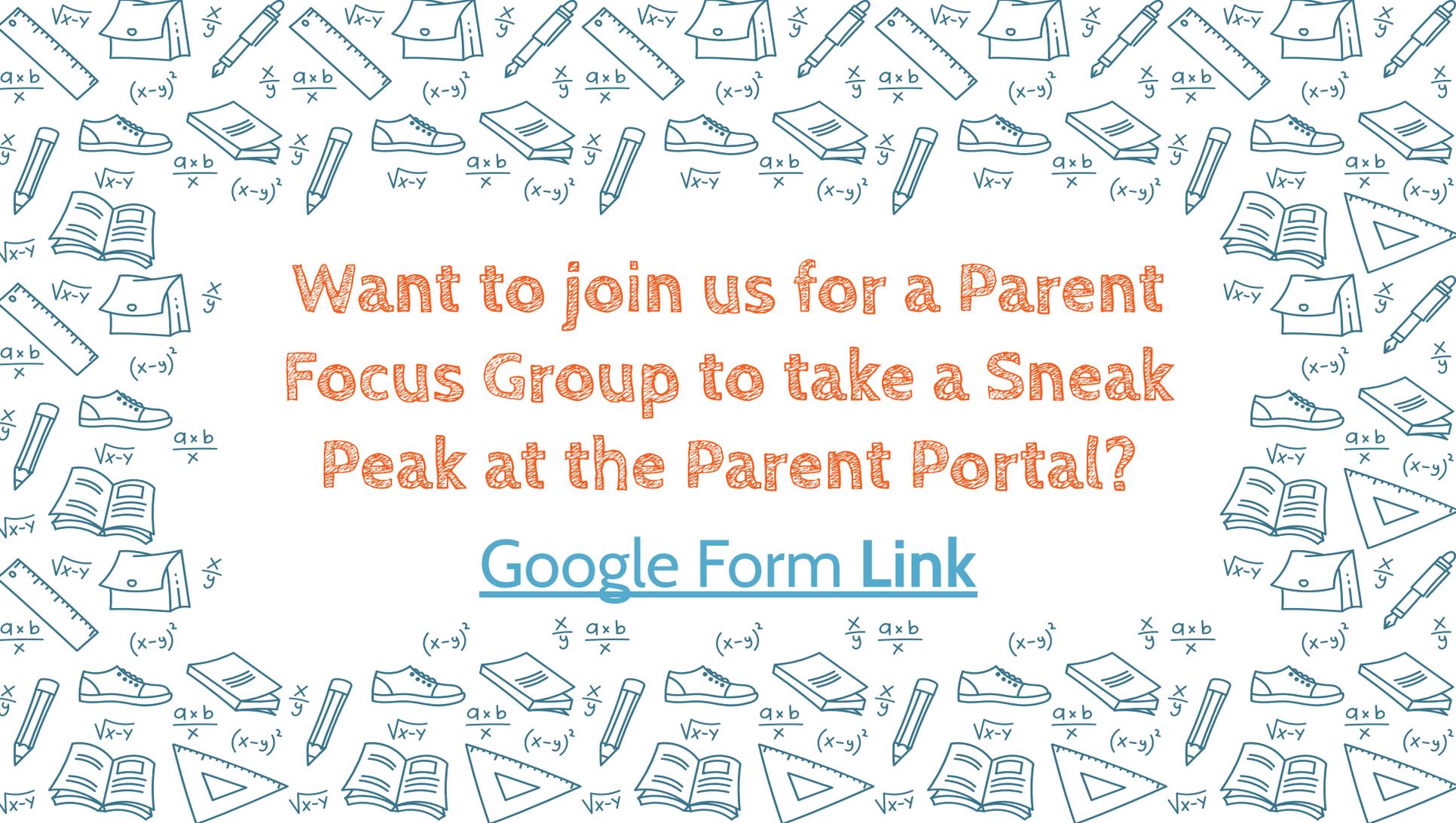
Your Parent Portal account has been successfully created! Your Parent Portal account gives you direct access to your student's test results.

To finish account setup, go to <https://pa-dev-main-parent.pearsonpathway.com>

Please use your email and this temporary token to login: (0.xL)tQoYP8685g+i

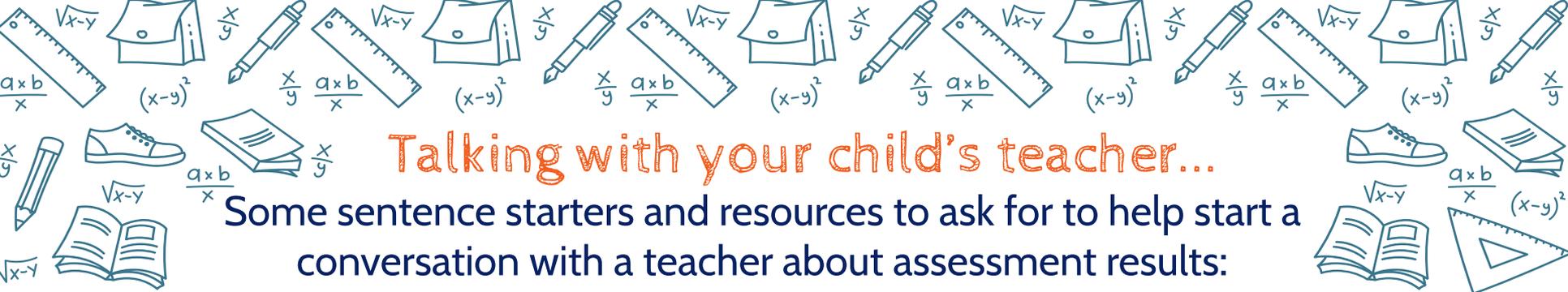
**Coming  
Soon!  
Look out for a  
Welcome  
email around  
April 11th.**



The background is a repeating pattern of school supplies and mathematical formulas. The supplies include rulers, pencils, pens, notebooks, shoes, and triangular set squares. The formulas include  $\frac{a \times b}{x}$ ,  $\sqrt{x-y}$ ,  $\frac{x}{y}$ , and  $(x-y)^2$ .

Want to join us for a Parent  
Focus Group to take a Sneak  
Peak at the Parent Portal?

[Google Form Link](#)



## Talking with your child's teacher...

Some sentence starters and resources to ask for to help start a conversation with a teacher about assessment results:

### Sentence Starters

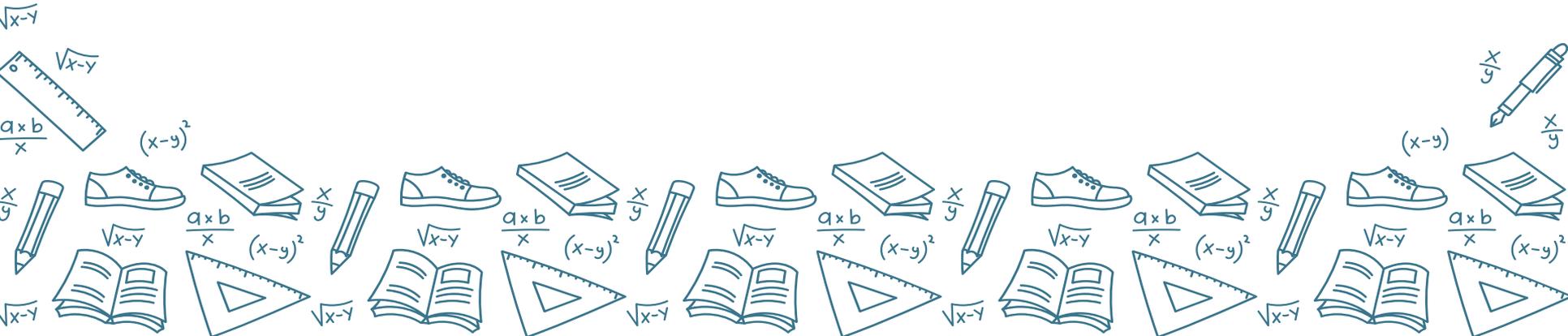
- Can you tell me more about...(name the test)
- What have you learned about my child from...
- How quickly do you get the results of...
  - How can I learn more about...
  - What resources are available for...
- How can I use these results to help my child...

### Resources

- Individual Student Reports for District and State assessments
- Parent/Family letters regarding when tests will be given
  - School specific testing calendar
- [School Readiness: What Students Should Know](#)
- Parent/Family events that share testing information or talk to Parent Engagement Assistant about scheduling an event.

05

# Wonderings and Sharing





# QUESTIONS?/¿PREGUNTAS?



**Dr. Sheila Jackson, Director**  
**Department of Family & School Partnerships**  
**Family Institute**  
**301-618-7356**  
[pgcps.family@pgcps.org](mailto:pgcps.family@pgcps.org)



# SESSION CLOSURE

# CIERRE DE LA SESIÓN



# SESSION CLOSURE

# CIERRE DE LA SESIÓN

Thank you for your participation in our session. As a data-driven office, your input and feedback are invaluable for helping us improve our services! Please complete this evaluation form. <https://forms.gle/djTb9QHbqf7YSsJe6>

Gracias por su participación en nuestra sesión. Como oficina basada en datos, sus aportes y comentarios son invaluable para ayudarnos a mejorar nuestros servicios. Por favor complete este formulario.

<https://forms.gle/djTb9QHbqf7YSsJe6>





# Next Family Institute Sessions & Important Dates /

# Próximas sesiones del Instituto Familiar y fechas importantes





# February Calendar / Calendario de febrero

- **February 20** SCHOOLS/OFFICES CLOSED - Presidents' Day
- **February 21** Parent Teacher Conference Day - Schools Closed for Students
- **February 23** Dual Enrollment Information from the Career and Technical Education Office (CTE) (FI Strand 1)
- **February 28** Bi-Monthly Conversation - Lessons and New Strategies Learned through the PGCPS Code of Conduct for Families, Volunteers and Visitors with DFSP (FI Strand 3)

- “PGCPS Parent Teacher Conference Guides” /  
GUÍA DE LA CONFERENCIA PADRE MAESTRO  
[CONFERENCE GUIDE PARENT TEACHER](#)
- “Code of Conduct for Families, Volunteers and  
Visitors” / “Código de Conducta para Familias,  
Voluntarios y Visitantes”  
<https://www.pgcps.org/parents/code-of-conduct-for-families-and-visitors>



# **Final Thought... Pensamiento final... Pensée finale...**

***“Nothing is more important to success in schools than the quality of relationships between and among students, staff, and parents.” / “Nada es más importante para el éxito en las escuelas que la calidad de las relaciones entre los estudiantes, el personal y los padres”.***



**Dr. James P. Comer  
- Founder, School Development Program Yale University Child  
Study Center**