

# MCAS

Parent Information Night  
February 24<sup>th</sup>, 2016

# Vision Statement

The Harvard Public Schools community, a leader in educational excellence, guides each student to realize his or her highest potential by **balancing academic achievement with personal well-being** in the pursuit of individual dreams. The students engage in learning how to access and apply knowledge, think critically and creatively, and communicate effectively. They continue to develop the confidence and ability to collaborate, contribute, and adapt in an ever-changing world.

# MCAS

- Massachusetts Comprehensive Assessment System
- Provides scores on individual students to show their progress in learning
- Provides a measure of basic achievement for high school graduation.
- Measures performance of schools and districts, called Adequate Yearly Progress (AYP)
- Relationship between MCAS, PARCC, and Common Core

# Save the Dates

	English Language Arts	Mathematics	Science
Grade 3	March 29, 30, 31	May 12, 13	n/a
Grade 4	April 4, 5, 6	May 16, 17	n/a
Grade 5	April 7, 8	May 18, 19	May 10, 11
Make-Up Dates	April 1, 11, 12	May 23, 24	May 23, 24

# Types of Questions on MCAS

- Multiple Choice
  - Select the best answer out of 4 choices
- Open Response
  - Create a written response to show understanding of the question
- Short Answer
  - Generate a brief response or short statement

# MCAS 2.0

- ELA: One PARCC-like Session
  - Timed (60 minutes)
  - Multiple choice and open response to a Passage
- Math: PARCC-like questions included within 2 normal sessions.

# MCAS

- What if my child receives special education services or is on a 504 plan?

# MCAS

- When do parents get results of the MCAS?
- What do those results mean?
  - To my child
  - To the school
  - To the district



# How to read your Parent Report

## Your child's 2015 grade 4 achievement levels and scores

### English Language Arts

Achievement Level:

**Advanced**

Score:

**270**

Growth Percentile:

**93**

Your child's 2015 MCAS English Language Arts score is higher than the scores of 93% of the students in the state who received similar MCAS English Language Arts scores in prior years.

### Mathematics

Achievement Level:

**Advanced**

Score:

**268**

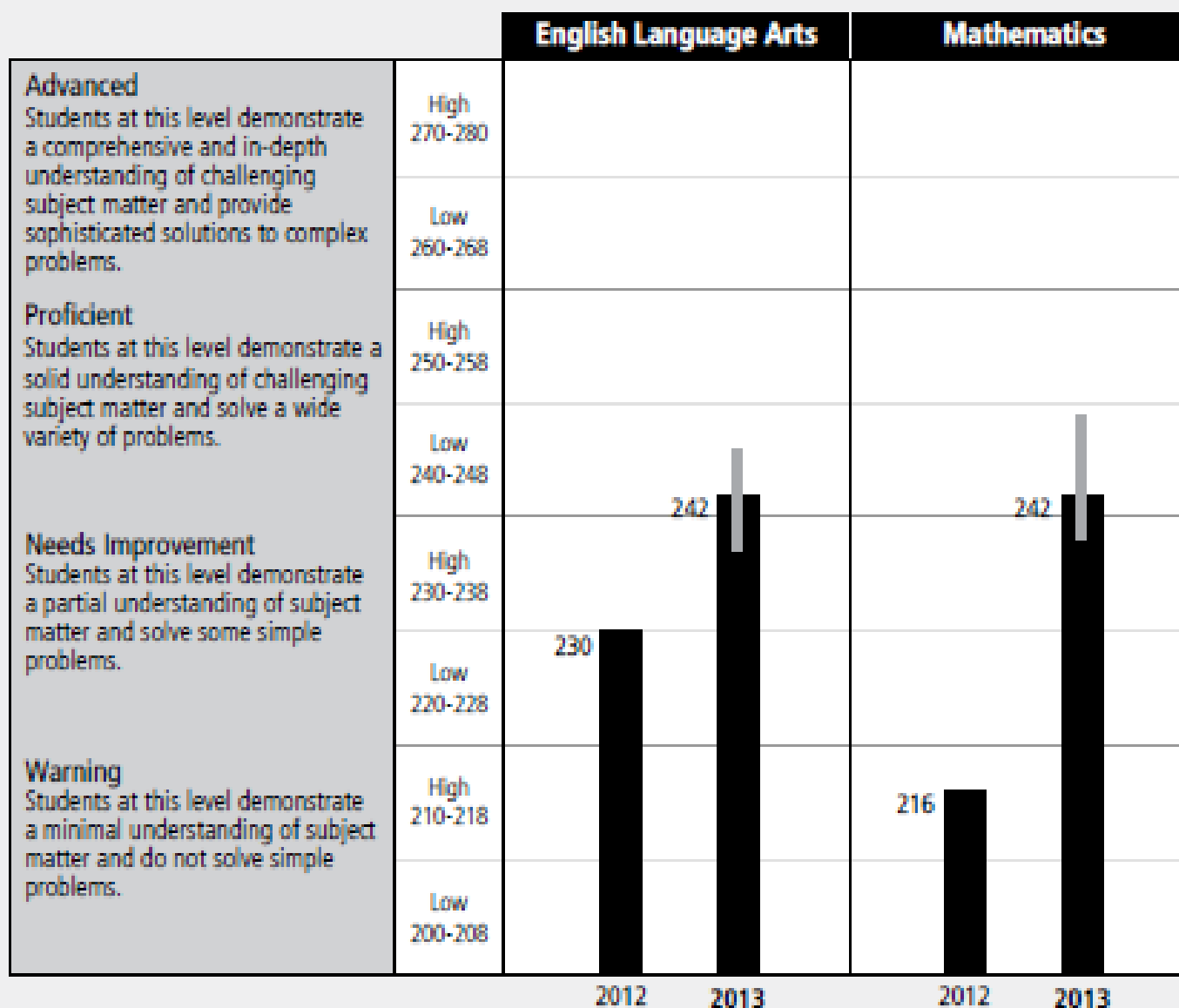
Growth Percentile:

**82**

Your child's 2015 MCAS Mathematics score is higher than the scores of 82% of the students in the state who received similar MCAS Mathematics scores in prior years.

<b>Advanced</b> Students at this level demonstrate a comprehensive and in-depth understanding of challenging subject matter and provide sophisticated solutions to complex problems.	High 270-280
	Low 260-268
<b>Proficient</b> Students at this level demonstrate a solid understanding of challenging subject matter and solve a wide variety of problems.	High 250-258
	Low 240-248
<b>Needs Improvement</b> Students at this level demonstrate a partial understanding of subject matter and solve some simple problems.	High 230-238
	Low 220-228
<b>Warning</b> Students at this level demonstrate a minimal understanding of subject matter and do not solve simple problems.	High 210-218
	Low 200-208

# MCAS History and Range



# Relation to School and State

## Your child's achievement compared to school, district, and state achievement in grade 4

This section shows your child's achievement in each subject. It also shows the percentage of students at each achievement level in your child's school, district, and the state. The check (✓) indicates your child's achievement level. Percentages are not shown if fewer than 10 students took the test.

### English Language Arts

Achievement Level	Your Child	School	District	State
Advanced		4%	6%	10%
Proficient	✓	33%	31%	43%
Needs Improvement		24%	25%	33%
Warning		39%	37%	13%

### Mathematics

Achievement Level	Your Child	School	District	State
Advanced		12%	17%	18%
Proficient	✓	18%	17%	34%
Needs Improvement		37%	33%	38%
Warning		32%	33%	10%

# Details about individual questions and strands

## Your child's scores in the reporting categories measured by each test

This section shows the number and percentage of possible points earned by your child in each reporting category. For comparison, you will also find the percentage of possible points earned by students who performed at the low end of the *Proficient* level across the state. This information can give you a general impression of your child's relative strengths and weaknesses.

English Language Arts	Reporting Category Code	Points Earned by Your Child	Possible Points	Percent of Possible Points Earned by Your Child	Percent of Possible Points Earned by Students Who Performed at the Low End of the <i>Proficient</i> Level
Language	LA	9	10	90%	83%
Reading	LT	31	42	74%	69%
Composition Topic Development	CT	6	12	50%	54%
Composition Standard English Conventions	CC	6	8	75%	79%

Mathematics	Reporting Category Code	Points Earned by Your Child	Possible Points	Percent of Possible Points Earned by Your Child	Percent of Possible Points Earned by Students Who Performed at the Low End of the <i>Proficient</i> Level
Operations and Algebraic Thinking	OA	7	14	50%	62%
Number and Operations in Base Ten	NT	11	11	100%	83%
Number and Operations-Fractions	NF	9	10	90%	87%
Measurement and Data	MD	5	11	45%	57%
Geometry	GE	8	8	100%	70%

## How your child did on individual test questions

This section shows how your child did on each test question. In the bottom row (Your Child's Score) for each subject, you will find whether your child gave the correct answer on multiple-choice questions and the number of points earned by your child on other types of questions. Reporting Category codes are given in the table above. Released test questions are available at [www.doe.mass.edu/mcas/testitems.html](http://www.doe.mass.edu/mcas/testitems.html).

English Language Arts																																												
Question Number	WP	WP	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39	40		
Reporting Category	CT	CC	LT	LT	LT	LT	LA	LA	LA	LT	LT	LT	LA	LA	LT	LT	LT	LT	LA	LT	LT	LT	LT	LT	LT	LT	LT	LA	LA	LT	LT	LT	LT	LT	LT	LT	LT	LA	LA	LA	LT			
Your Child's Score	5/12	6/8	0	✓	✓	0	✓	✓	3/4	✓	✓	✓	✓	✓	2/4	✓	✓	✓	✓	✓	✓	-	✓	-	✓	✓	-	✓	✓	✓	2/4	✓	✓	✓	✓	✓	✓	✓	-	✓	✓	3/4		

Mathematics																																												
Question Number	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39	40	41	42		
Reporting Category	NT	NF	GE	OA	GE	OA	OA	NT	NF	OA	NT	NT	GE	NT	MD	NF	GE	NF	MD	NF	MD	NT	MD	NF	NT	NF	MD	NF	NT	GE	NF	OA	OA	MD	NT	NT	OA	OA	NF	MD	NT	MD		
Your Child's Score	✓	✓	✓	✓	✓	✓	1/4	✓	✓	✓	✓	✓	✓	✓	A	✓	✓	✓	0	✓	1/4	✓	✓	✓	✓	0	✓	✓	✓	4/4	✓	✓	✓	✓	✓	✓	1/4	-	✓	-	✓	✓		

# Student Growth Percentile (SGP)

- Compares your child's MCAS performance this year with all students in the state who received similar MCAS scores in prior years.
- Scores range from 1-99.
  - A score of 40-60 is considered average progress
- Growth percentiles are not provided for Grade 3 students since they do not have data from a prior year.



# ELA— Reading Sample (Grade 4)

## YOU ROCK!

by Elizabeth L. Ward

- 1 You're high up in the air, facing a rock cliff. One chalky hand grips a piece of the cliff; the other slips into a crack. You wear climbing shoes and brace both feet against the surface.
- 2 Too busy to look down at the ground, you call, "Slack!"
- 3 Your partner feeds you more rope and calls back, "Climb on!"
- 4 "Climbing!" you shout, and pull yourself up the final few inches to the top. Now it's time to look down and enjoy the goose bumps. You're a rock jock.
- 5 An indoor rock jock, that is. You've just climbed a wall of mock rocks at an indoor climbing gym. It's one of many where kids like you hang on and hang out after school and on weekends. Brenna, 11 years old, first climbed at Prairie Walls Climbing Gym in Rochester, Minnesota, when she was 10. "I have gained lots of courage and self-confidence through this sport," she says. Andrew, 10, also climbs at Prairie Walls. He started climbing when he was 8, and likes it because "I get to have some time with my dad and friends."



### BOULDERING

Bouldering, or ropeless climbing, is done close to the ground, always within 15 feet. It's all about you and the rock, and overcoming a challenging route. Bouldering makes you strong and gives you confidence.

# ELA– Multiple Choice

What does paragraph 4 **mostly** show about climbing?

- A. You need to practice before using the rock wall.
- B. You can be nervous and excited at the same time.
- C. You need to watch and listen for danger at all times.
- D. You should always have a partner when on the wall.

# ELA– PARCC-like Questions

## Part A

How does the Lion react to the question the Elephant and the Crocodile ask in paragraph 6?

- Ⓐ He disappoints them by refusing to answer.
- Ⓑ He causes conflict by proposing a silly contest.
- Ⓒ He shows interest in helping them solve their problem.
- Ⓓ He addresses them as if they are less important than he is.

## Part B

Which detail from the story provides evidence for the answer to Part A?

- Ⓐ “Do you see that soldier’s steel helmet on yonder wall?”  
(paragraph 7)
- Ⓑ “. . . go and fetch it, and bring it to me, and I shall be able then to decide between you.” (paragraph 9)
- Ⓒ “His Majesty took up the helmet . . .” (paragraph 12)
- Ⓓ “You, on account of your size and trunk, were able to reach the prize on the wall but, having lost it, you were unable to recover it.”  
(paragraph 13)



# ELA – Open Response 4 Point Answer (Grade 4)

Based on the article, explain what climbers can learn from practicing at indoor gyms. Support your answer with important information from the article.

Climbers can learn a lot from practicing at indoor gyms. They can first off learn to climb the rock walls and prepare themselves to climb at outdoor places like Black Hills. Because climbing indoor is a great way to train for a big place like Black Hills. It also can help them build up upper body strength, balance, finger strength and even tying knots. They will need these things not only for climbing but for other sports and skills. It can also give you courage and self confidence. Every time you have completed a rock wall you have used courage and self confidence so that is very important. It can even help you get rid of your fear of heights. By climbing very high rock walls and trusting your belayer. It doesn't even matter if you don't have any experience rock climbing or if you think your not very athletic. Because there are lots of nice trainers prepared to get you good at the sport and they will teach you how to do it correctly. If you trust your belayer (a person who holds the safety rope for a climber.) it will be easy for someone who has a fear of falling to get over it. Your belayer will make sure you don't fall. As you can see there is so much for kids and adults can learn from practicing at a nearby indoor gym. These are just a few examples.

# Math - Multiple Choice

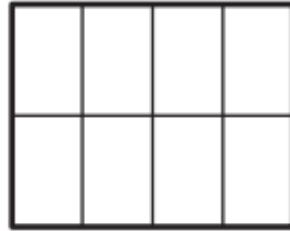
A pet store needs to put 23 birds into birdcages. Each birdcage can hold 4 birds.

What is the least number of cages the pet store needs to hold **all** the birds?

- A. 7
- B. 6
- C. 5
- D. 4

# Math – PARCC-like Questions

The rectangle is divided into eight equal sections.



Jodi colors 4 sections. Then she colors 3 more sections.

Which **two** of these represent the fraction of the rectangle that Jodi colors in all?

Select the **two** correct answers.

Ⓐ  $\frac{4}{8} + \frac{3}{8}$

Ⓑ  $4 + 3$

Ⓒ  $\frac{8}{4} + \frac{8}{3}$

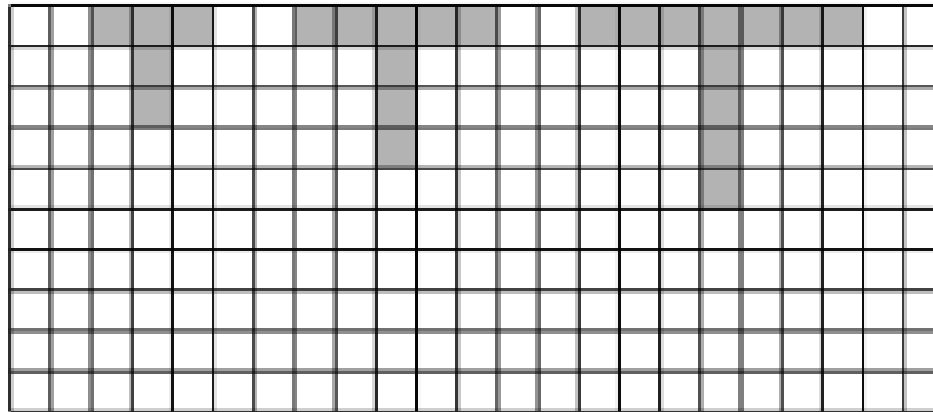
Ⓓ  $\frac{1}{8} + 3$

Ⓔ  $\frac{1}{8} + \frac{1}{8} + \frac{1}{8} + \frac{1}{8} + \frac{1}{8} + \frac{1}{8} + \frac{1}{8}$



# Math – Open Response (Gr. 4)

Aaron shaded squares to make a pattern of T shapes, as shown below.



Aaron shaded 5 squares to make the first T. Then he shaded 3 more squares each time he made the next T in his pattern. Aaron continued his pattern.

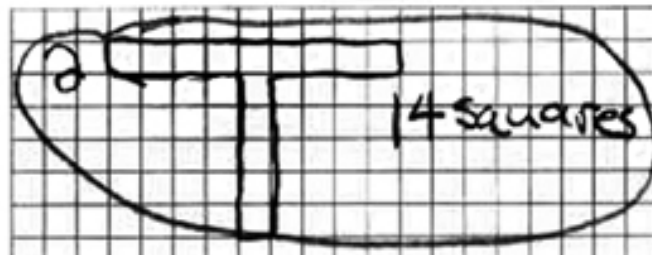
- On the grid in your Student Answer Booklet, shade squares to make the fourth T in Aaron's pattern.
- How many squares in all does Aaron need to shade to make the **sixth** T in his pattern? Show or explain how you got your answer.
- Will there be any T in Aaron's pattern that has **exactly** 30 shaded squares? Show or explain how you got your answer.

# Math – Open Response (Gr. 4)

## Scoring Guide - Score Point 4

b 20 squares It takes 14 sq. to make figure four.  $14+3=17$  so it takes 17 sq. to make figure 5.  $17+3=20$  so it takes 20 squares to make figure 6.

c No there will not be a figure with 30 shaded squares because  $20+3=23$  for figure 7.  $23+3=26$  for figure 8.  $26+3=29$  for figure 9.  $29+3=32$  for figure 10. To get to figure ten you skip right over 30.



# Preparing for MCAS at School

- ELA and Math curriculum aligned with Common Core
- Test preparation built in to instruction during the year
- Positive attitude and focus on effort
- Communication with parents
- Celebrate Successes
- Test in perspective

# Preparing for MCAS at home

- Attendance during the year
- Reading, writing, math practice/good study habits/homework completion
- Communication with school
- Celebrate successes
- Importance of the MCAS test in perspective
- Good night sleep
- Good breakfast

# Sample Questions

- The Department of Elementary and Secondary Education's web site provides sample questions. It also provides examples of how writing samples are scored.
  - [www.doe.mass.edu/assess](http://www.doe.mass.edu/assess)
- Sample PARCC style questions
  - <http://www.parconline.org/assessments/practice-tests>
  - (All PARCC style questions will be paper based)



# Additional Resources

- Department of Education Parent Resources
  - <http://www.doe.mass.edu/mcas/parents/>
- Pointers to prepare for MCAS
  - <http://pplace.org/publications/pointers/English/pppmcas.pdf>
- The HES website provides updates on school events, online resources, testing information and more...

[hildreth.ps.harvard.org](http://hildreth.ps.harvard.org)

- Thank you for coming