

# Missouri Assessment Program Grade-Level Assessments



## Guide to Interpreting Results

Summative Assessments  
*English Language Arts,  
Mathematics, and Science*

November 2018

# TABLE OF CONTENTS

<b>INTRODUCTION</b> .....	<b>1</b>
Educational Assessment: A Primary Tool .....	1
<b>ASSESSMENT TERMS AND TYPES OF SCORES</b> .....	<b>3</b>
MAP Scale Score.....	3
Performance Levels .....	4
Lowest Obtainable Scale Score and Level Not Determined.....	4
Standard Error of Measurement .....	4
English Language Arts, Reporting Performance-Level Descriptors .....	5
Mathematics, Reporting Performance-Level Descriptors .....	11
<b>SAMPLE REPORTS</b> .....	<b>14</b>
Individual Student Report (ISR).....	14
Student Label.....	16
<b>NOTICE OF NON-DISCRIMINATION</b> .....	<b>17</b>

This guide has been prepared by Data Recognition Corporation (DRC) to provide an overview for interpreting reports generated from the Missouri Assessment Program (MAP). It is intended to help educators apply MAP data to the needs of individual students and the district as a whole.

Copyright © 2018 by the Missouri Department of Elementary and Secondary Education. All rights reserved. Based on a template copyright © 2018 by Data Recognition Corporation. Only Missouri State educators and citizens may copy and/or download and print the document, located online at <http://dese.mo.gov/college-career-readiness/assessment/grade-level>. Any other use or reproduction of this document, in whole or in part, requires written permission of the Missouri Department of Elementary and Secondary Education and the publisher, Data Recognition Corporation.

# INTRODUCTION

## Educational Assessment: A Primary Tool

Assessment, or testing, fulfills a vital role in today’s educational environment. Assessment results often are a major force in shaping public perceptions about the capabilities of our students and the quality of our schools. As a primary tool for educators and policymakers, assessment is used for many important purposes. Educators use assessment results to help improve teaching and learning and to evaluate programs and schools. Policy decisions are often based, in part, on assessment data. Because of its important role, educational assessment is used in every classroom, school, district, and state. It is vital to innovation, higher standards, and educational excellence.

Originally developed in response to Missouri’s Outstanding Schools Act of 1993, the **Missouri Assessment Program (MAP)** encompasses several statewide assessments that meet state and federal statutory requirements. **MAP Grade-Level Assessments** are administered to students in grades 3 through 8 to determine their progress toward the Show-Me Standards/Missouri Learning Standards. As directed by the Outstanding Schools Act, the Show-Me Standards were developed by the Missouri Department of Elementary and Secondary Education (DESE), in cooperation with teachers, school administrators, parents, and business professionals throughout the state, to identify the knowledge, skills, and competencies that Missouri students should acquire prior to graduating from high school. For a more detailed explanation of the Show-Me Standards, refer to the DESE website (<http://dese.mo.gov/show-me-standards>). The Missouri Learning Standards articulate the Show-Me Standards in each content area across the grade levels. MAP Grade-Level Assessment items are aligned with the Missouri Learning Standards, which are available on the DESE website (<http://dese.mo.gov/college-career-readiness/curriculum/missouri-learning-standards>).

The spring 2018 Grade-Level MAP includes the following required assessments:

English Language Arts (ELA)—Grades 3–8

Mathematics—Grades 3–8

Science—Grades 5 and 8

The ELA assessments for students in grades 3, 5, 6, and 7 required approximately 1½ to 3 hours of test administration time. The ELA assessments for students in grades 4 and 8 required approximately 3–5 hours. The Mathematics assessments for students in grades 3–5 required approximately 1½ to 2 hours of test administration time. The Mathematics assessments for students in grades 6–8 required approximately 2 to 2½ hours. In addition, students in grades 5 and 8 took a Science assessment that required an additional 1 to 1½ hours of test administration. All assessments were administered online, unless students required a Braille, Large Print, or paper/pencil form as an accommodation.

For all grade levels (3 through 8), the MAP Grade-Level Assessments in ELA and Mathematics include multiple item types. **Selected-response items** (also known as multiple-choice) present students with a question followed by three or more response options. **Short-text items** require students to type an appropriate response. **Technology-enhanced items** use innovative technology to allow students to demonstrate their knowledge in ways that are not possible using paper/pencil assessments. For example, the items may require students to drag and drop data into a table, click on “hot spots” within a graphic, or indicate their response on a grid. Short-text and technology-enhanced items are machine scored.

The ELA assessments in grades 4 and 8 also include a **writing prompt**. Writing prompts are a special type of performance event in which a student demonstrates his or her proficiency at writing. The ELA writing prompt is scored by trained human readers using a 10-point rubric that evaluates purpose and organization, evidence and elaboration, and conventions. Additional information on the rubrics for the writing process can be found on the DESE website (<https://dese.mo.gov/college-career-readiness/curriculum/english-language-arts>) under the Assessment Resources tab.

The Mathematics assessments in all grades include a performance event (PE). The PEs are designed to provide students with an opportunity to demonstrate their ability to apply their knowledge and higher-order thinking skills to explore and analyze a complex, real-world scenario. The performance event includes hand-scored constructed-response items as well as the autoscored items. Mathematics constructed response items are scored by trained human readers using established scoring criteria.

The MAP Grade-Level Assessments in Science include selected-response items, as well as **constructed-response items**, which require students to supply their answer (similar to short-text items). Science constructed-response items are scored by trained human readers using established scoring criteria.

The Department uses the information obtained through MAP to monitor the progress of Missouri's students toward meeting the Missouri Learning Standards in order to inform the public and the state legislature about student performance and to help make informed decisions about educational issues. The information obtained through MAP provides the academic performance data that drive student services throughout the state. The **MAP Grade-Level Assessment reports** provide useful information for determining the performance of individual students, as well as student performance at the classroom, building, district, and state levels.

# ASSESSMENT TERMS AND TYPES OF SCORES

Familiarity with the testing terms and the types of scores used in the MAP reports and other components will help you interpret test information accurately and efficiently.

## MAP Scale Score

Data Recognition Corporation (DRC), the MAP Grade-Level Assessments testing vendor, uses the student's correct responses to derive a MAP scale score. The scale score describes achievement on a continuum that spans the complete range of English Language Arts and Mathematics grades 3–8. These scores range in value from 160–650 for English Language Arts and from 185–660 for Mathematics. Scale scores for English Language Arts and Mathematics are computed for the total test and for each reporting category.

The total test scale score is based on student performance on the entire test and indicate a student's overall achievement in English Language Arts or Mathematics. Higher scale scores indicate higher performance on the test and lower scale scores indicate lower performance on the test.

The reporting category scale score is based on student performance on a subset of test questions measuring a given content category (or domain) of English Language Arts and Mathematics. These scores represent student performance on the test reporting categories which are listed below:

### English Language Arts Grades 3 through 8

- Reading
- Research
- Writing
- Listening

### Mathematics Grades 3, 4 and 5

- Number Sense and Operations in Base Ten
- Number Sense and Operations in Fractions
- Relationships and Algebraic Thinking
- Geometry and Measurement & Data and Statistics

### Mathematics Grades 6 and 7

- Ratios and Proportional Relationships
- Number Sense and Operations
- Expressions, Equations and Inequalities
- Geometry and Measurement & Data Analysis, Statistics and Probability

### Mathematics Grade 8

- Number Sense and Operations & Expressions, Equations and Inequalities
- Geometry and Measurement Data Analysis, Statistics and Probability
- Functions

Each reporting category is measured by a minimum of 6 items yielding a minimum of 8 raw score points. Mathematics domains with fewer than 6 items were combined with other domains to increase the reliability of the reporting category scale scores.

Scale scores are not reported for Science assessments in Spring 2018 administration. Missouri students participated in Science field test to try out items measuring new Missouri Science standards. The Missouri Learning Standards for Science are a blending of practices, core ideas, and broad concepts that link different domains of science. The practices include actions that scientists engage in as they gather, reason, and communicate while investigating the natural world. There are also engineering practices that engineers use when designing and constructing problem-solving models and systems. These practices seek to clarify the relevance of science, technology, engineering, and mathematics (STEM) to everyday life. The core ideas are the fundamental ideas that are necessary for understanding a given science discipline such as Life Science, Physical Science, and Earth & Space Sciences. The core ideas all have broad importance within or across science or engineering disciplines and provide a key tool for understanding or investigating complex ideas and solving problems. Student performance on Science field test items will be considered in development of new summative Science assessments for administration in Spring 2019.

## **Performance Levels**

Student performance on the total test can be reported in terms of four performance levels that describe a pathway to proficiency and *college and career readiness*. Each performance level represents standards of performance for English Language Arts and Mathematics. Panels drawn from education, business, and professional communities determined the performance standards. Performance-level scores provide a description of what students can do in terms of the content and skills assessed, as described in the Missouri Learning Standards. Performance levels are not determined for reporting categories. Instead, based on the reporting category scale score, a student's performance can be compared to that of a 'just *Proficient* student' on the same reporting category.

Performance-level scores are not provided for Science field test.

## **Lowest Obtainable Scale Score and Level Not Determined**

Within each grade level and content area, a Lowest Obtainable Scale Score (LOSS) is established for students whose scores are below the level expected by guessing. Students with certain accommodations that impact the construct being assessed (e.g., read-aloud of ELA passages for students in grades 3–5) also receive a LOSS.

A student may receive "Level Not Determined" (LND) instead of a MAP scale score. Students who receive LND are not assigned to a performance level. Students may receive LND for the following reason:

- A student is absent for all testing sessions for a particular content area.

## **Standard Error of Measurement**

No test provides a perfect measure of a student's ability. This situation is expected because all tests have a known Standard Error of Measurement (SEM). The SEM reports the amount of variability that can be expected in a student's test score due to the inherent imprecision of the test. In other words, the SEM represents a range of scale scores in which the student's score would likely fall if the student took the same test again. The SEM around the English Language Arts and Mathematics total test and reporting category scale scores is included, in a graphical format, in the Individual Student Report and will be reported in the 2018 MAP Technical Report.

# PERFORMANCE-LEVEL DESCRIPTORS

## English Language Arts, Reporting Performance-Level Descriptors

### Grade 3

#### *Below Basic*

Students performing at the Below Basic level on the Missouri Assessment Program demonstrate a minimal command of the skills and processes identified in the Missouri Learning Standards. They demonstrate these skills inconsistently and/or incorrectly in reading processes responding to literary and informational texts and in writing, listening, and speaking forms. Students performing at the Below Basic level use few strategies to comprehend and interpret texts, demonstrate little understanding of literary forms, and apply few strategies for accessing information.

They demonstrate little or no ability to organize and/or develop writing or exhibit little command of the conventions of standard English.

MAP score range: 160–330

#### *Basic*

Students performing at the Basic level on the Missouri Assessment Program demonstrate a partial or uneven command of the skills and processes identified in the Missouri Learning Standards. They demonstrate these skills inconsistently, partially, or with below-grade-level text; in reading processes responding to both literary and informational texts (in minimal genres); and in writing, listening, and speaking forms. In addition to demonstrating, understanding, and applying the skills at the Below Basic level, students performing at the Basic level use some strategies to comprehend and interpret a variety of texts, demonstrate a partial understanding of literary forms, and inconsistently apply some strategies for accessing and summarizing information. They demonstrate an inconsistent ability to organize and/or develop writing and exhibit an inconsistent command of the conventions of standard English.

MAP score range: 331–363

#### *Proficient*

Students performing at the Proficient level on the Missouri Assessment Program demonstrate an adept command of the skills and processes identified in the Missouri Learning Standards. They demonstrate these skills consistently and skillfully in reading processes in responding to literary and informational text and media (in different genres) and in writing, listening, and speaking forms. In addition to demonstrating, understanding, and applying the skills at the Basic level, students performing at the Proficient level use a range of strategies to comprehend and interpret a variety of texts, demonstrate an understanding of literary forms, and apply strategies for accessing and summarizing information. They demonstrate an adequate ability to organize and develop writing (in different forms and for different purposes and audiences) using specific vocabulary and exhibit a competent command of the conventions of standard English.

MAP score range: 364–394

#### *Advanced*

Students performing at the Advanced level on the Missouri Assessment Program demonstrate a thorough command of the skills and processes identified in the Missouri Learning Standards. They demonstrate these skills consistently, precisely, and expertly in reading processes in responding to literary and informational text and media (in different genres) and in writing, listening, and speaking forms efficiently and effectively for different audiences and purposes. In addition to demonstrating, understanding, and applying the skills at the Proficient level, students performing at the Advanced level use a wide range of strategies to comprehend and interpret a variety of texts at a more complex level, demonstrate a complete and thorough understanding of literary forms, and consistently apply a wide range of different strategies for accessing and summarizing information. They demonstrate an effective and thorough ability to organize, develop, and reflect/analyze their own writing (in different forms and for different purposes and audiences) using specific vocabulary and exhibit an extensive command of the conventions of standard English.

MAP score range: 395–560

## Grade 4

### *Below Basic*

Students performing at the Below Basic level on the Missouri Assessment Program demonstrate a minimal command of the skills and processes identified in the Missouri Learning Standards. They demonstrate these skills inconsistently and/or incorrectly in reading processes responding to literary and informational texts and in writing, listening, and speaking forms. Students performing at the Below Basic level use few strategies to comprehend and interpret texts, demonstrate little understanding of literary forms, and apply few strategies for accessing information. They demonstrate little or no ability to organize and/or develop writing or exhibit little command of the conventions of standard English.

MAP score range: 170–336

### *Basic*

Students performing at the Basic level on the Missouri Assessment Program demonstrate a partial or uneven command of the skills and processes identified in the Missouri Learning Standards. They demonstrate these skills inconsistently, partially, or with below-grade-level text; in reading processes responding to both literary and informational texts (in minimal genres); and in writing, listening, and speaking forms. In addition to demonstrating, understanding, and applying the skills at the Below Basic level, students performing at the Basic level use some strategies to comprehend and interpret a variety of texts, demonstrate a partial understanding of literary forms, and inconsistently apply some strategies for accessing and summarizing information. They demonstrate an inconsistent ability to organize and/or develop writing and exhibit an inconsistent command of the conventions of standard English.

MAP score range: 337–387

### *Proficient*

Students performing at the Proficient level on the Missouri Assessment Program demonstrate an adept command of the skills and processes identified in the Missouri Learning Standards. They demonstrate these skills consistently and skillfully in reading processes in responding to literary and informational text and media (in different genres) and in writing, listening, and speaking forms. In addition to demonstrating, understanding, and applying the skills at the Basic level, students performing at the Proficient level use a range of strategies to comprehend and interpret a variety of texts, demonstrate an understanding of literary forms, and apply strategies for accessing and summarizing information. They demonstrate an adequate ability to organize and develop writing (in different forms and for different purposes and audiences) using specific vocabulary and exhibit a competent command of the conventions of standard English.

MAP score range: 388–418

### *Advanced*

Students performing at the Advanced level on the Missouri Assessment Program demonstrate a thorough command of the skills and processes identified in the Missouri Learning Standards. They demonstrate these skills consistently, precisely, and expertly in reading processes in responding to literary and informational text and media (in different genres) and in writing, listening, and speaking forms efficiently and effectively for different audiences and purposes. In addition to demonstrating, understanding, and applying the skills at the Proficient level, students performing at the Advanced level use a wide range of strategies to comprehend and interpret a variety of texts at a more complex level, demonstrate a complete and thorough understanding of literary forms, and consistently apply a wide range of different strategies for accessing and summarizing information. They demonstrate an effective and thorough ability to organize, develop, and reflect/analyze their own writing (in different forms and for different purposes and audiences) using specific vocabulary and exhibit an extensive command of the conventions of standard English.

MAP score range: 419–570

## Grade 5

### ***Below Basic***

Students performing at the Below Basic level on the Missouri Assessment Program demonstrate a minimal command of the skills and processes identified in the Missouri Learning Standards. They demonstrate these skills inconsistently and/or incorrectly in reading processes responding to literary and informational texts and in writing, listening, and speaking forms. Students performing at the Below Basic level use few strategies to comprehend and interpret texts, demonstrate little understanding of literary forms, and apply few strategies for accessing information. They demonstrate little or no ability to organize and/or develop writing or exhibit little command of the conventions of standard English.

MAP score range: 210–350

### ***Basic***

Students performing at the Basic level on the Missouri Assessment Program demonstrate a partial or uneven command of the skills and processes identified in the Missouri Learning Standards. They demonstrate these skills inconsistently, partially, or with below-grade-level text; in reading processes responding to both literary and informational texts (in minimal genres); and in writing, listening, and speaking forms. In addition to demonstrating, understanding, and applying the skills at the Below Basic level, students performing at the Basic level use some strategies to comprehend and interpret a variety of texts, demonstrate a partial understanding of literary forms, and inconsistently apply some strategies for accessing and summarizing information. They demonstrate an inconsistent ability to organize and/or develop writing and exhibit an inconsistent command of the conventions of standard English.

MAP score range: 351–402

### ***Proficient***

Students performing at the Proficient level on the Missouri Assessment Program demonstrate an adept command of the skills and processes identified in the Missouri Learning Standards. They demonstrate these skills consistently and skillfully in reading processes in responding to literary and informational text and media (in different genres) and in writing, listening, and speaking forms. In addition to demonstrating, understanding, and applying the skills at the Basic level, students performing at the Proficient level use a range of strategies to comprehend and interpret a variety of texts, demonstrate an understanding of literary forms, and apply strategies for accessing and summarizing information. They demonstrate an adequate ability to organize and develop writing (in different forms and for different purposes and audiences) using specific vocabulary and exhibit a competent command of the conventions of standard English.

MAP score range: 403–430

### ***Advanced***

Students performing at the Advanced level on the Missouri Assessment Program consistently demonstrate a thorough command of the skills and processes identified in the Missouri Learning Standards. They demonstrate these skills consistently and skillfully in reading processes in responding to literary and informational text, and in writing efficiently. In addition to demonstrating, understanding, and applying the skills at the Proficient level, students performing at the Advanced level use a wide range of strategies to comprehend and interpret a variety of texts, demonstrate a thorough understanding of literary forms, and consistently apply a wide range of different strategies for accessing and summarizing information. They demonstrate an effective and thorough ability to organize and develop writing and exhibit an adequate command of the conventions of standard English.

MAP score range: 431–600

## Grade 6

### *Below Basic*

Students performing at the Below Basic level on the Missouri Assessment Program demonstrate a minimal command of the skills and processes identified in the Missouri Learning Standards. They demonstrate these skills inconsistently and/or incorrectly in reading processes responding to literary and informational texts and in writing, listening, and speaking forms. Students performing at the Below Basic level use few strategies to comprehend and interpret texts, demonstrate little understanding of literary forms, and apply few strategies for accessing information. They demonstrate little or no ability to organize and/or develop writing or exhibit little command of the conventions of standard English.

MAP score range: 230–370

### *Basic*

Students performing at the Basic level on the Missouri Assessment Program demonstrate a partial or uneven command of the skills and processes identified in the Missouri Learning Standards. They demonstrate these skills inconsistently in reading processes responding to both literary and informational texts and in writing, listening, and speaking forms. In addition to demonstrating, understanding, and applying the skills at the Below Basic level, students performing at the Basic level use some strategies to comprehend and interpret a variety of texts, demonstrate a partial understanding of literary forms, and inconsistently apply few strategies for accessing and summarizing information. They demonstrate an inconsistent ability to organize and/or develop writing and exhibit an inconsistent command of the conventions of standard English.

MAP score range: 371–412

### *Proficient*

Students performing at the Proficient level on the Missouri Assessment Program demonstrate an adequate command of the skills and processes identified in the Missouri Learning Standards. They demonstrate these skills consistently and competently in reading processes in responding to literary and informational texts and in writing, listening, and speaking forms. In addition to demonstrating, understanding, and applying the skills at the Basic level, students performing at the Proficient level use a range of strategies to comprehend and interpret a variety of texts, demonstrate an understanding of literary forms, and apply strategies for accessing and summarizing information. They demonstrate an adequate ability to organize and develop writing and exhibit a competent command of the conventions of standard English.

MAP score range: 413–437

### *Advanced*

Students performing at the Advanced level on the Missouri Assessment Program consistently demonstrate a thorough command of the skills and processes identified in the Missouri Learning Standards. They demonstrate these skills consistently and skillfully in reading processes in responding to literary and informational texts and in writing, listening, and speaking forms. In addition to demonstrating, understanding, and applying the skills at the Proficient level, students performing at the Advanced level use a wide range of strategies to comprehend and interpret a variety of texts, demonstrate a complete and thorough understanding of literary forms, and consistently apply a wide range of different strategies for accessing and summarizing information. They demonstrate an effective and thorough ability to organize and develop writing and exhibit an extensive command of the conventions of standard English.

MAP score range: 438–620

## Grade 7

### *Below Basic*

Students performing at the Below Basic level on the Missouri Assessment Program demonstrate a minimal command of the skills and processes identified in the Missouri Learning Standards. They demonstrate these skills inconsistently and/or incorrectly in reading processes responding to literary and informational texts and in writing, listening, and speaking forms. Students performing at the Below Basic level use few strategies to comprehend and interpret texts, demonstrate little understanding of literary forms, and apply few strategies for accessing information. They demonstrate little or no ability to organize and/or develop writing or exhibit little command of the conventions of standard English.

MAP score range: 240–383

### *Basic*

Students performing at the Basic level on the Missouri Assessment Program demonstrate a partial or uneven command of the skills and processes identified in the Missouri Learning Standards. They demonstrate these skills inconsistently in reading processes responding to both literary and informational texts and in writing, listening, and speaking forms. In addition to demonstrating, understanding, and applying the skills at the Below Basic level, students performing at the Basic level use some strategies to comprehend and interpret a variety of texts, demonstrate a partial understanding of literary forms, and inconsistently apply few strategies for accessing and summarizing information. They demonstrate an inconsistent ability to organize and/or develop writing and exhibit an inconsistent command of the conventions of standard English.

MAP score range: 384–434

### *Proficient*

Students performing at the Proficient level on the Missouri Assessment Program demonstrate an adequate command of the skills and processes identified in the Missouri Learning Standards. They demonstrate these skills consistently and competently in reading processes in responding to literary and informational texts and in writing, listening, and speaking forms. In addition to demonstrating, understanding, and applying the skills at the Basic level, students performing at the Proficient level use a range of strategies to comprehend and interpret a variety of texts, demonstrate an understanding of literary forms, and apply strategies for accessing and summarizing information. They demonstrate an adequate ability to organize and develop writing and exhibit a competent command of the conventions of standard English.

MAP score range: 435–455

### *Advanced*

Students performing at the Advanced level on the Missouri Assessment Program consistently demonstrate a thorough command of the skills and processes identified in the Missouri Learning Standards. They demonstrate these skills consistently and skillfully in reading processes in responding to literary and informational texts and in writing, listening, and speaking forms. In addition to demonstrating, understanding, and applying the skills at the Proficient level, students performing at the Advanced level use a wide range of strategies to comprehend and interpret a variety of texts, demonstrate a complete and thorough understanding of literary forms, and consistently apply a wide range of different strategies for accessing and summarizing information. They demonstrate an effective and thorough ability to organize and develop writing and exhibit an extensive command of the conventions of standard English.

MAP score range: 456–630

## Grade 8

### *Below Basic*

Students performing at the Below Basic level on the Missouri Assessment Program demonstrate a minimal command of the skills and processes identified in the Missouri Learning Standards. They demonstrate these skills inconsistently and/or incorrectly in reading processes in responding to literary and informational text and in writing, listening, and speaking forms. Students performing at the Below Basic level use few strategies to comprehend and interpret texts and media. They demonstrate little understanding of literary forms and apply few strategies for accessing information while rarely taking into account credibility of sources. They demonstrate little or no ability to organize and/or develop writing. Students exhibit little command of the conventions of standard English.

MAP score range: 250–392

### *Basic*

Students performing at the Basic level on the Missouri Assessment Program demonstrate a partial or limited command of the skills and processes identified in the Missouri Learning Standards. They demonstrate these skills inconsistently in reading processes in responding to literary and informational text and in writing, listening, and speaking forms. In addition to demonstrating, understanding, and applying the skills at the Below Basic level, students performing at the Basic level use some strategies to comprehend, interpret, and support an analysis of a variety of texts and media. They demonstrate a partial understanding of literary forms and inconsistently apply few strategies for accessing and summarizing information while occasionally taking into account credibility of sources. They demonstrate an inconsistent ability to organize and/or develop writing and exhibit an inconsistent command of the conventions of standard English.

MAP score range: 393–442

### *Proficient*

Students performing at the Proficient level on the Missouri Assessment Program demonstrate an adequate command of the skills and processes identified in the Missouri Learning Standards. They demonstrate these skills consistently and competently in reading processes in responding to literary and informational text and in writing, listening, and speaking forms. In addition to demonstrating, understanding, and applying the skills at the Basic level, students performing at the Proficient level use a range of strategies to comprehend, interpret, and support an analysis of a variety of texts and media. They demonstrate an understanding of literary forms and apply strategies for accessing and summarizing information while regularly taking into account credibility of sources. They demonstrate a sufficient ability to organize and develop writing and exhibit a competent command of the conventions of standard English.

MAP score range: 443–475

### *Advanced*

Students performing at the Advanced level on the Missouri Assessment Program consistently demonstrate a thorough command of the skills and processes identified in the Missouri Learning Standards. They demonstrate these skills consistently and skillfully in reading processes in responding to literary and informational text and in writing, listening, and speaking forms. In addition to demonstrating, understanding, and applying the skills at the Proficient level, students performing at the Advanced level use a wide range of strategies to comprehend and interpret a variety of texts, demonstrate a complete and thorough understanding of literary forms, and consistently apply a wide range of different strategies for accessing and summarizing information. They demonstrate an effective and thorough ability to organize and develop writing and exhibit an extensive command of the conventions of standard English.

MAP score range: 476–650

# Mathematics, Reporting Performance-Level Descriptors

## Grade 3

### ***Below Basic***

Below Basic do not yet demonstrate proficiency in the knowledge and skills necessary at this grade level/course of learning, as specified in content expectations. 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*.

MAP score range: 185–325

### ***Basic***

Basic demonstrate partial proficiency in the knowledge and skills necessary at this grade level/course of learning, as specified in content expectations. 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*.

MAP score range: 326–361

### ***Proficient***

Proficient demonstrate proficiency in the knowledge and skills necessary at this grade level/course of learning, as specified in content expectations, and uses clear and precise language when communicating mathematical understanding. The students are prepared for the next grade level or course and are on track for *college and career readiness*.

MAP score range: 362–389

### ***Advanced***

Advanced demonstrate advanced proficiency in the knowledge and skills necessary at this grade level/course of learning, as specified in content expectations. The students are well prepared for the next grade level or course and are well prepared for *college and career readiness*.

MAP score range: 390–520

## Grade 4

### ***Below Basic***

Below Basic do not yet demonstrate proficiency in the knowledge and skills necessary at this grade level/course of learning, as specified in content expectations. 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*.

MAP score range: 210–357

### ***Basic***

Basic demonstrate partial proficiency in the knowledge and skills necessary at this grade level/course of learning, as specified in content expectations. 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*.

MAP score range: 358–386

### ***Proficient***

Proficient demonstrate proficiency in the knowledge and skills necessary at this grade level/course of learning, as specified in content expectations, and uses clear and precise language when communicating mathematical understanding. The students are prepared for the next grade level or course and are on track for *college and career readiness*.

MAP score range: 387–412

### ***Advanced***

Advanced demonstrate advanced proficiency in the knowledge and skills necessary at this grade level/course of learning, as specified in content expectations. The students are well prepared for the next grade level or course and are well prepared for *college and career readiness*.

MAP score range: 413–540

## Grade 5

### ***Below Basic***

Below Basic do not yet demonstrate proficiency in the knowledge and skills necessary at this grade level/course of learning, as specified in content expectations. 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*.

MAP score range: 250–376

### ***Basic***

Basic demonstrate partial proficiency in the knowledge and skills necessary at this grade level/course of learning, as specified in content expectations. 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*.

MAP score range: 377–409

### ***Proficient***

Proficient demonstrate proficiency in the knowledge and skills necessary at this grade level/course of learning, as specified in content expectations, and uses clear and precise language when communicating mathematical understanding. The students are prepared for the next grade level or course and are on track for *college and career readiness*.

MAP score range: 410–434

### ***Advanced***

Advanced demonstrate advanced proficiency in the knowledge and skills necessary at this grade level/course of learning, as specified in content expectations. The students are well prepared for the next grade level or course and are well prepared for *college and career readiness*.

MAP score range: 435–570

## Grade 6

### ***Below Basic***

Below Basic do not yet demonstrate proficiency in the knowledge and skills necessary at this grade level/course of learning, as specified in content expectations. 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*.

MAP score range: 260–387

### ***Basic***

Basic demonstrate partial proficiency in the knowledge and skills necessary at this grade level/course of learning, as specified in content expectations. 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*.

MAP score range: 388–416

### ***Proficient***

Proficient demonstrate proficiency in the knowledge and skills necessary at this grade level/course of learning, as specified in content expectations, and uses clear and precise language when communicating mathematical understanding. The students are prepared for the next grade level or course and are on track for *college and career readiness*.

MAP score range: 417–437

### ***Advanced***

Advanced demonstrate advanced proficiency in the knowledge and skills necessary at this grade level/course of learning, as specified in content expectations. The students are well prepared for the next grade level or course and are well prepared for *college and career readiness*.

MAP score range: 438–580

## Grade 7

### ***Below Basic***

Students do not yet demonstrate proficiency in the knowledge and skills necessary at this grade level/course of learning, as specified in content expectations. These 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*.

MAP score range: 270–393

### ***Basic***

Students demonstrate partial proficiency in the knowledge and skills necessary at this grade level/course of learning, as specified in content expectations. These 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*.

MAP score range: 394–434

### ***Proficient***

Students demonstrate proficiency in the knowledge and skills necessary at this grade level/course of learning, as specified in content expectations. These students are prepared for the next grade level or course and are on track for *college and career readiness*.

MAP score range: 435–461

### ***Advanced***

Students demonstrate advanced proficiency in the knowledge and skills necessary at this grade level/course of learning, as specified in content expectations. These students are well prepared for the next grade level or course and are well prepared for *college and career readiness*.

MAP score range: 462–600

## Grade 8

### ***Below Basic***

Students do not yet demonstrate proficiency in the knowledge and skills necessary at this grade level/course of learning, as specified in content expectations. These 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*.

MAP score range: 310–419

### ***Basic***

Students demonstrate partial proficiency in the knowledge and skills necessary at this grade level/course of learning, as specified in content expectations. These 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*.

MAP score range: 420–467

### ***Proficient***

Students demonstrate proficiency in the knowledge and skills necessary at this grade level/course of learning, as specified in content expectations. These students are prepared for the next grade level or course and are on track for *college and career readiness*.

MAP score range: 468–505

### ***Advanced***

Students demonstrate advanced proficiency in the knowledge and skills necessary at this grade level/course of learning, as specified in content expectations. These students are well prepared for the next grade level or course and are well prepared for *college and career readiness*.

MAP score range: 506–660

# SAMPLE REPORTS

## Individual Student Report (ISR)

The Individual Student Report (ISR) provides information about performance on the MAP Grade-Level Assessments in English Language Arts and Mathematics, describing results in terms of four levels of performance in a content area. This information may be used for instructional planning, as a point of reference during a parent/teacher conference, and for permanent record keeping. Other sources of information, such as classroom performance, should be used along with this report when determining the student's areas of strength or need.

Performance-level scores describe what students can do in terms of the content and skills assessed by the MAP. Because the English Language Arts and Mathematics Missouri Learning Standards are grounded in expectations for *college and career readiness*, the MAP Grade-Level Assessments are designed to measure each student's progress toward meeting those expectations. Teachers, students, and parents/guardians can use this information, in addition to how the student performs in the classroom, to determine what skills and abilities need to be acquired to enable the student to progress to higher performance levels. A student in the Proficient or Advanced level has met the standard. Students in the Below Basic and Basic levels have typically mastered skills described for their levels, but need to work on skills in higher levels.

The following page contains a sample Individual Student Report.

# Sample Individual Student Report





**Missouri**  
DEPARTMENT OF ELEMENTARY & SECONDARY  
**EDUCATION**



**Student Report**

---

**Student Name:** AXX112361763, SAMPLE D

**Grade:** 4

**Student ID:** 9992729129

**Test Date:** Spring 2018

**District Name:** ANY DISTRICT

**School Name:** ANY SCHOOL

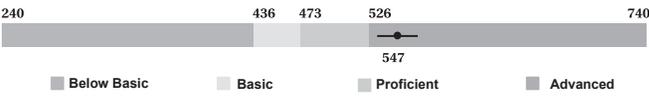
---

### Missouri Assessment Program (MAP)

MAP stands for Missouri Assessment Program. It is a series of assessments for English language arts, mathematics and science at grades 3-8; and English language arts, mathematics, science and social studies in high school. These assessments are designed to check student learning to find out if Missouri students are reaching the Missouri Learning Standards Grade-Level Expectations.

---

**English Language Arts | Scale Score** 547



The symbol shows the student's scale score represented by the dark circle. The horizontal line represents the range of scale scores in which the student's test score would likely fall if the student were to take the same test again.

**Performance Level: Advanced**

Students performing at the Advanced level on the Missouri Assessment Program demonstrate thorough command of skills and processes identified in the Missouri Learning Standards. They demonstrate these skills consistently, precisely, and expertly in reading processes in responding to literary and informational text and media and in writing, listening, and speaking forms efficiently and effectively for different audiences and purposes. Students performing at the Advanced level use a wide range of strategies to comprehend and interpret a variety of texts at a more complex level, demonstrate complete and thorough understanding of literary forms, and consistently apply a wide range of different strategies for accessing and summarizing information. They demonstrate an effective and thorough ability to organize, develop, and reflect/analyze their own writing (in different forms and for different purposes and audiences) using specific vocabulary and exhibit extensive command of conventions of standard English.

---

**English Language Arts | Reporting Category Scale Scores**

Category	Student Results	A Just Proficient Student *
Reading	387	500
Research	541	499
Writing	398	498
Listening	416	497

The symbol shows the student's reporting category score represented by the dark circle. The horizontal line represents the range of reporting category scale scores in which the student's score would likely fall if the student were to take the same test again.

\* Reporting category scale score of a 'just Proficient student' is computed as an average of the category scale scores for students whose total test score is at the Proficient cut.

For more information on the MAP student report, please visit the Missouri Department of Elementary and Secondary Education website at <https://dese.mo.gov/map-information-parents>.



Copyright © 2018 Data Recognition Corporation. All rights reserved.

10/18/2018

- ❶ This area of the report is reserved for the name and biographical data of the student taking the assessment.
- ❷ This is your child's scale score.
- ❸ This is your child's Performance Level.
- ❹ This is your child's scale score for each of the listed reporting categories.

## Student Label

MISSOURI ASSESSMENT PROGRAM <b>SAMPLE, STUDENT1</b> <b>①</b> Grade: <b>Grade 4</b> Test Date: <b>04/04/2018</b> DOB: <b>01/01/2003</b> MOSIS State ID: <b>1234567890</b>	<b>Content Area</b> <b>English Language Arts</b>
	Performance Level <b>Advanced ②</b>  MAP Scale Score <b>547 ③</b>
02/22/2018	

Above is a sample of the MAP student label. The student label is designed so that each student's test results can be placed in the student's permanent record. A label is provided for every student who participated in the spring 2018 administration of the MAP. Each label has a self-adhesive backing so that it can be peeled from the sheet and placed in the student's cumulative school record. The label presents a snapshot of the student's results on the MAP. Separate labels are generated for each grade and content area; thus, a student will have multiple labels—one for each of the content areas administered within a grade.

- ① Student Demographic Information.** The left side of the label lists the name and biographical data of the student taking the assessment.
- ② Performance Level.** This is the student's Performance Level (Advanced, Proficient, Basic, or Below Basic).
- ③ Scale Score.** This is the student's Scale Score for the content area listed at the top of the label.

## **NOTICE OF NON-DISCRIMINATION**

It is the policy of the Missouri Department of Elementary and Secondary Education not to discriminate on the basis of race, color, religion, gender, national origin, age, or disability in its programs or employment practices as required by Title VI and VII of the Civil Rights Act of 1964, Title IX of the Education Amendments of 1972, Section 504 of the Rehabilitation Act of 1973, the Age Discrimination Act of 1975, and Title II of the Americans with Disabilities Act of 1990.

Inquiries related to Department employment practices may be directed to the Jefferson State Office Building, Human Resources Director, 8th Floor, 205 Jefferson Street, P.O. Box 480, Jefferson City, MO 65102-0480; telephone number (573) 751-9619 or TYY (800) 735-2966. Inquiries related to Department programs and to the location of services, activities, and facilities that are accessible by persons with disabilities may be directed to the Jefferson State Office Building, Office of the General Counsel, Coordinator–Civil Rights Compliance (Title VI/Title IX/504/ADA/Age Act), 6th Floor, 205 Jefferson Street, P.O. Box 480, Jefferson City, MO 65102-0480; telephone number (573) 526-4757 or TYY (800) 735-2966, email [civilrights@dese.mo.gov](mailto:civilrights@dese.mo.gov).

Anyone attending a meeting of the State Board of Education who requires auxiliary aids or services should request such services by contacting the Executive Assistant to the State Board of Education, Jefferson State Office Building, 205 Jefferson Street, Jefferson City, MO 65102-0480; telephone number (573) 751-4446 or TTY (800) 735-2966.

Inquiries or concerns regarding civil rights compliance by school districts or charter schools should be directed to the local school district or charter school Title IX/non-discrimination coordinator. Inquiries and complaints may also be directed to the Office for Civil Rights, Kansas City Office, U.S. Department of Education, 8930 Ward Parkway, Suite 2037, Kansas City, MO 64114; telephone number (816) 268-0550; FAX (816) 823-1404; TDD (877) 521-2172.

DATA RECOGNITION

**DRC**

CORPORATION

13490 Bass Lake Road  
Maple Grove, MN 55311