



Mississippi Academic Assessment Program

Report Interpretation Guide

English Language Arts and Mathematics
Grades 3–8

End-of-Course: Algebra I and English II

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2018–2019

The information in this guide applies to the 2018–2019 score reports, which were released throughout the 2018–2019 school year.

For more information, please contact the Mississippi Department of Education, Office of Student Assessment, by phone at: (601) 359-3052.

For other resources please refer to the following link: <https://www.mdek12.org/OSA>

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Introduction

This guide is designed to help teachers and administrators understand, explain, and use the results of the Mississippi Academic Assessment Program (MAAP). The MAAP results for each student are provided by subject and assessment strand from the individual and school levels to the district and state levels in aggregate reports. Results for all tests are reported by the strands in the content specific standards (see below).

This guide describes the MAAP test results used across the state of Mississippi and suggests ways in which the test results may be used. Test scores are only one measure of student achievement and should be used in conjunction with other information about the student's performance in school. In addition, individual student performance in the classroom, based on teacher observation, should be considered when reviewing student's academic progress as well as assessment data.

The Mississippi Academic Assessment Program Assessments

The MAAP tests are based on the Mississippi College- and Career-Readiness Standards (MS-CCRS).

The **English Language Arts Grades 3–8** and **English II** results are reported through strands: **Reading Literature, Reading Information, Writing, and Language.**

The **Mathematics** results are reported through the strands indicated below.

Grades 3–5	
<ul style="list-style-type: none"> ★ Operations and Algebraic Thinking ★ Numbers and Operations in Base Ten, Numbers and Operations—Fractions 	<ul style="list-style-type: none"> ★ Measurement and Data ★ Geometry
Grades 6–7	
<ul style="list-style-type: none"> ★ Ratios and Proportional Relationships ★ The Number System ★ Expressions and Equations 	<ul style="list-style-type: none"> ★ Geometry ★ Statistics and Probability
Grade 8	
<ul style="list-style-type: none"> ★ The Number System ★ Expressions and Equations ★ Functions 	<ul style="list-style-type: none"> ★ Geometry ★ Statistics and Probability
Algebra I	
<ul style="list-style-type: none"> ★ Number and Quantity ★ Algebra 	<ul style="list-style-type: none"> ★ Functions ★ Statistics and Probability

The Test Forms

Tests are referred to as test forms when there are two or more versions of a test that are considered exchangeable. In other words, the forms measure the same thing (i.e., they cover the same content areas with the same emphasis), in the same ways (i.e., they have the same administration rules such as test directions

and time limits), and are intended for the same purposes and uses.

Though different test forms are used for each administration of the MAAP tests, the number of items and total test points appearing on each form remains the same.





The Scores

Two types of scores are used to report student results for the Mississippi Academic Assessment Program: Raw Scores and Scale Scores. These scores are used to identify the strengths and weaknesses of students and groups of students on the MAAP tests. These scores also determine individual student achievement in the MS-CCRS specified for each subject.

The definitions, uses, and limitations of each of these scores are presented in this section. Understanding these score types is essential to correctly interpreting the descriptions provided in the section titled “The Reports.”

Some score reports also include Performance Levels depending on the individual case and the test taken. Other information explaining how passing scores are determined is located on pages 10–12.

Raw Score

Definition: Raw scores are the sum of the core points answered correctly.

Use: Raw scores are used to derive other scores, which are described below.

Limitations: A raw score by itself has no meaning. Because tests may differ in content and difficulty, raw scores across tests cannot be compared directly. The forms within a subject have been constructed to be content equivalent.

Although development procedures for the MAAP control for the content covered by the assessment, MAAP raw scores still provide little meaningful information about the performance of students. This is because raw scores depend on a specific set of items. For example, contextual factors need consideration to understand what a raw score of 15 means. First, raw scores need to be referenced against the total number of possible points (e.g., a raw score of 15 out of 20 possible points has a different meaning than a raw score of 15 out of 30 possible points). Fortunately, test length is controlled for on the MAAP as well. Most importantly, raw scores depend on the difficulty of the test items (e.g., a raw score of 15 based on 20 easy items has a different meaning than a raw score of 15 based on 20 difficult items). Therefore, any raw score must always be interpreted in relation to the specific set of questions that contributed to that score. For these reasons, inferences are better drawn from MAAP scale scores (discussed below) which accommodate for factors such as item difficulty.

Scale Score

Definition: Scale scores facilitate conversions to performance levels.

A scale score is given only if the student attains a valid raw score on the test. If a valid raw score is not attained, a code appears instead of a scale score.



The Scores

Uses: Scale scores have several advantages over raw scores. Scale scores can be compared from year to year and from form to form. Scale scores are a result of a mathematical transformation based on statistical information about items. Using these data, the number of points earned (raw score) is converted to a scale score.

Limitations: Scale scores are not comparable across subjects (e.g., Mathematics/Algebra I and English Language Arts/English II).

Performance Levels

A performance level is assigned to a student taking any MAAP test. A performance level is reported in each *Individual Student Report*. The general performance level descriptors (PLD) are established by State Board policy as follows.

Mathematics, Algebra I, English Language Arts, and English II

PL5 (Advanced)

Students at the Advanced level consistently perform in a manner clearly beyond that required to be successful in the grade or course in the content area.

PL4 (Proficient)

Students at the Proficient level demonstrate solid academic performance and mastery of the knowledge and skills required for success in the grade or course in the content area.

PL3 (Passing)

Students at the Passing level demonstrate general mastery of the knowledge and skills required for success in the grade or course in the content area.

PL2 (Basic)

Students at the Basic level demonstrate partial mastery of the knowledge and skills in the course and may experience difficulty in the next grade or course in the content area.

PL1 (Minimal)

Students performing below the Basic level inconsistently demonstrate the knowledge or skills that define basic level performance.

Note: *The content-based PLDs connect student performance on these tests to the expectation for student learning established in the standards. The content-based PLDs are not linked to the content of any particular form of the test; rather, they represent differing levels of mastery of the curriculum.*

Note: *Students at the Advanced level have demonstrated their understanding of the body of knowledge and skills described by the Basic and Proficient performance level descriptors as well as at least partial mastery of the body of knowledge and skills described by the Advanced performance level descriptor. Similar interpretations apply for the other performance levels.*

**Mississippi Student Performance Standards
Performance Levels**

Subject	Grade	Scale Score Values by Performance Level				
		PL1	PL2	PL3	PL4	PL5
ELA	3	301–334	335–349	350–364	365–386	387–399
	4	401–428	429–449	450–464	465–487	488–499
	5	501–538	539–549	550–564	565–581	582–599
	6	601–635	636–649	650–664	665–678	679–699
	7	701–737	738–749	750–764	765–775	776–799
	8	801–841	842–849	850–864	865–879	880–899
Math	3	301–332	333–349	350–364	365–383	384–399
	4	401–435	436–449	450–464	465–483	484–499
	5	501–539	540–549	550–564	565–578	579–599
	6	601–635	636–649	650–664	665–686	687–699
	7	701–735	736–749	750–764	765–792	793–799
	8	801–837	838–849	850–864	865–888	889–899
English II		1001–1036	1037–1049	1050–1064	1065–1080	1081–1099
Algebra I		1001–1038	1039–1049	1050–1064	1065–1087	1088–1099



Conditional Standard Error of Measurement

Imagine that a single student took multiple MAAP forms at the same time and that practice and fatigue did not affect the student's performance. The student would not earn the same score on all of the forms. To the contrary, the student would earn different scores on most forms. This is due to random factors, with the primary factor being item sampling variability. This can advantage or disadvantage the student. On some forms, the student is lucky (knows more answers) and gets higher scores. On other forms, the student is unlucky (knows fewer answers) and gets lower scores.

Because a student only takes one MAAP form in any administration, it is unknown if the obtained score is elevated or lowered due to random artifacts. A conditional standard error of measurement (CSEM) is provided on the MAAP score reports, which indicates the degree of random imprecision that exists in the MAAP scores. Such imprecisions exist in all measurements; hence the existence of adages such as measure twice, cut once. The CSEM suggests a possible score range that the student might receive if he or she took a different MAAP form. For example, if the CSEM was 4, and a student's score was 350, then the range of likely scores the student might receive on another MAAP form would be between 346 and 354.

There is a more precise and detailed explanation of CSEMs provided by a report entitled *Understanding Your MAAP CSEMs*, which is available from the MDE. To be more precise, we would imagine a student had taken 100 MAAP tests, and we reported the scale scores and one CSEM bands (68% confidence) for all 100 tests. Then, 68 of the 100 confidence bands would capture the student's true score.

Choosing the Passing Score

A standard setting took place in Summer 2016 for the Mathematics, Algebra I, English Language Arts, and English II Tests. Cut score values on the scale score metric for each test were recommended by each standard setting committee of Mississippi educators.

The cut scores and the resulting performance level scale score ranges for each subject were determined based on the recommendation of the standard setting committees who were asked to review the items and to estimate the performance of the "minimally competent" student for each performance level for each item. A research-based standard-setting technique was used to elicit these judgments in a multiple-round rating process. All final cut scores and performance level scale score ranges were approved by the Mississippi State Board of Education.

How the Scale Score Is Derived

As noted earlier, a raw score depends on the difficulty of the specific set of items on which it is based (e.g., a raw score of 15 based on 20 easy items has a different meaning than a raw score of 15 based on 20 difficult items). Because the MAAP forms are composed of different sets of items with varying difficulties from form to form, the form raw scores are not comparable. This would mean that an increase in the test's median raw score from year to year might simply be due to a decrease in test form difficulty instead of an increase in student achievement (with the latter being the inference test users are most interested in).

To make the MAAP results comparable from year to year, the forms are statistically equated. The equating process adjusts for the differences in item difficulty on the MAAP forms. MAAP scale scores are maintained through the equating process, and thus, carry the same meaning from administration to administration. Put simply, scale scores remove the effect of item difficulty that confounds the interpretation of raw scores. This means that any given scale score value (e.g., 475) for a particular grade-level and subject-area test (like Grade 4 ELA) has the same meaning in the current administration as it had in previous administrations. Thus, an increase in the median scaled score for Grade 4 ELA from the last year to the current year would mean that student performance actually improved (instead of a decrease in

test form difficulty). Note that scale scores for MAAP were established during the Spring 2016 test administration.

The standard setting that took place in Summer 2016 for Mathematics, Algebra I, English Language Arts, and English II established scale scores so that the passing scores start at $x50$ and proficient scores start at $x65$, where x is the student's grade. For example, 350 is passing for students in grade 3.

The conversion of the raw scores to scale scores adjusts for any differences in test difficulty between forms, which makes the scale score comparable across forms. For this reason, the scale scores are especially suitable for comparing students' performances across years and for ensuring that the same level of difficulty for a performance standard is maintained through the years.

While scale scores are comparable across forms in a given subject, they are not comparable across subjects. For instance, a scale score on the English Language Arts or English II tests should not be compared with a scale score on the Mathematics or Algebra I tests. Although these scores may look similar, each test has its own system of scale scores.



Score Report Information for 2018–2019

In 2018–2019, all students in grades 3–8 enrolled in Mathematics and English Language Arts, as well as Algebra I and English II, were tested using the Mississippi Academic Assessment Program (MAAP) based on the Mississippi College- and Career-Readiness Standards. Sample reports for the MAAP assessment are included in this guide.



The Reports

Districts receive several score reports. This guide describes the following reports and provides samples of each one:

Student Report

Roster Report

Summary Report

Demographic Summary Report

Standards Analysis Summary Report

Descriptions and samples of the score reports are provided in separate sections of this guide.

Individual Student Report

The *Individual Student Report* provides the scores for each student who took the Mathematics, Algebra I, English Language Arts, and English II tests. The top-left portion of the Student Report displays the student's name, date of birth, grade, test date/test administration, district, and school.


The table on page 1 of the *Student Report* includes the subject Passing Score and the student's Pass/Fail Status, Scale Score, Performance Level, and a comparison of the student's score to other students testing for the first time within his or her school, district, and state. The table on page 2 of the *Student Report* shows the student's performance by strands.

Score Comparison Table

- 1 The Passing Score is the scale score required to pass the test. The passing score was determined by a committee of educators from Mississippi.
- 2 The Pass/Fail Status is determined by comparing the student's scale score to the passing score. If the student's scale score is equal to or greater than the passing score, the status is PASS. If the student's scale score is less than the passing score, the status is FAIL. Students whose score(s) have been flagged for statistical inconsistencies will have an "INV C" code on the report. Students whose score(s) have been invalidated by the district will have an "INV" code on the report. These codes mean that the student's score is invalidated and the student must retest, unless the district submits an appeal which is later granted by the MDE.
- 3 The Scale Score represents the student's total test score. The raw score on the total test is converted to a scale score. The scores are scaled so that the range of proficient scores starts at $x65$. The passing scale score range starts at $x50$, where x represents the student's grade. A scale score is given only if the student attains a valid raw score. If a valid score is not attained, then one of the status codes is printed instead of the scale score.
- 4 English and Mathematics subjects are comprised of five performance levels: PL5 (Advanced), PL4 (Proficient), PL3 (Passing), PL2 (Basic), PL1 (Minimal). The scale score range for each performance level is described on page 10 of this guide.
- 5 Student-to-student comparison begins with Your Score followed by the School Average, District Average, and State Average.

Raw Score by Section Table

- 6 The sections are listed along with the number of points correct (raw score) and the maximum number of points possible.



MISSISSIPPI ACADEMIC ASSESSMENT PROGRAM (MAAP)
EOC - ALGEBRA I STUDENT REPORT
SARAH JOHNSON

Sarah's Results


2
PASS (PL3)
 (1055) 3

Low Score: 1001 High Score: 1099





Dear Family,

This report shows and explains Sarah's performance on the Mississippi Academic Assessment Program (MAAP) for Algebra I. If you have questions about this report's contents, please contact your local school or district.

These results are used by Sarah's teacher, school, and school district in planning Sarah's coursework. We encourage you to review these results with Sarah and Sarah's teacher.


Dr. Carey M. Wright
 State Superintendent of Education

Algebra I Score Comparison 5

	DID NOT PASS (PL1 - PL2)			PASS (PL3 - PL5)	
	PL1	PL2	PL3	PL4	PL5
Sarah's Score (PL3 - PASS)					
School Average					
District Average					
State Average					

1001
1038 1039 1049 1050
1
1064 1065
1087 1088 1099

4 What do Performance Levels (PL) mean?

PL5 (1088 and higher): Represents performance beyond what is required to be successful in the grade or content area.

PL4 (1065-1087): Represents solid academic performance and mastery of the knowledge and skills required for success in the grade or content area.

PL3 (1050-1064): Represents general mastery of the knowledge and skills required in the grade or content area.

PL2 (1039-1049): Represents approaching mastery of the knowledge and skills in the grade or content area and may experience difficulty in the next grade.

PL1 (1038 and lower): Represents limited mastery of the knowledge and skills in the grade or content area and may experience difficulty in the next grade.

CSEM: -4 to +4 points District: 9999 | School: 9999-999

Algebra I Raw Score by Section 6			
Name of Section	Points Correct	Points Possible	Percent Correct
Number and Quantity	3	4	75%
Algebra	11	38	29%
Functions	10	24	42%
Statistics & Probability	7	7	100%
Total Raw Score	31	73	42%

For more information about the scores above, please go to www.mdek12.org/ese

Strengths

- Summarize, represent, and interpret data on a single count or measurement variable.
- Summarize, represent, and interpret data on two categorical and quantitative variables.
- Interpret linear models.

Areas of Improvement

- Interpret the structure of expressions.
- Write expressions in equivalent forms to solve problems.
- Perform arithmetic operations on polynomials.
- Understand the relationship between zeroes and factors of polynomials.
- Create equations that describe numbers or relationships.
- Understand solving equations as a process of reasoning and explain the reasoning.
- Solve equations and inequalities in one variable.
- Solve systems of equations.
- Represent and solve equations and inequalities graphically.

What's Next?

- Talk with Sarah's school about this report and possible areas for improvement.
- Attend parent/teacher conferences and other important meetings and participate in parent/teacher organizations.
- Stay in touch with Sarah's school throughout the year regarding progress and performance. Ask the school the following questions:
 - What instructional materials are used for mathematics?
 - How can I get more involved in Sarah's mathematics education?
 - What are the homework expectations and how can I help?
 - What online resources are available?

Questions?

Please contact your student's school with any questions or concerns.





Roster Reports

The *Class Roster Report* shows the scores for each student within a classroom who took the Mathematics, Algebra I, English Language Arts, and English II. The *School Roster Report* shows the scores for each student within a school who took the tests. Electronic copies are provided for each school.


Retesters' scores are not included in the averages.

- ★ Different levels (Class or School) of this report will display information identifying district, school, and/or class.
- ★ The top-right portion of the report displays the range of scale scores for each performance level.
- ★ The table has an alphabetical list of the students in the class or school, depending on the level of the report, who took the test. Each student's MSIS identification number is also displayed. The data portion of the *Roster Report* includes the Scale Score, Performance Level, Raw Scores for each strand, and the Total Raw Score for each student. For the *School Roster*, the table also displays the average scale scores and raw scores for the school, while the *Class Roster* displays these averages for the class.
- ★ The Scale Score is each student's total test score. Each student's total test is converted to a scale score.


A raw score is the number of points earned for a section. For Mathematics, Algebra I, English Language Arts, and English II tests, scale scores will range from x01 to x99, where x represents the student's grade.

On the *Roster Report*, a scale score is provided only if the student attained a valid raw score.

- ★ The columns beneath the **Strands** heading provide information on the tested strands from the Mississippi standards. The tops of the columns show the maximum number of points possible for each strand. Each student's raw score is displayed beneath the number of points possible for each strand and the total test. If the student did not obtain a score, then a status code is displayed.
- ★ At the bottom of the table, the class or school's average scores are listed by strand. This average appears at the bottom of each page if the report is more than one page. It is reflective of the entire report and not just the page on which it appears.



END-OF-COURSE EXAMINATION CLASS ROSTER REPORT FOR ENGLISH II




District Number: #####
 District Name: **MS School District**
 School Number: #####-####
 School Name: **MS School**
 Class Name: **CLName1**

Performance Level Scale Score Ranges
 PL1 (1036 and lower) PL2 (1037 – 1049) PL3 (1050 – 1064) PL4 (1065 – 1080) PL5 (1081 and higher)


Student Name	Student ID	GRADE	SCALE SCORE	PERFORMANCE LEVEL	ASSESSMENT DOMAINS								TOTAL RAW SCORE
					READING LITERATURE	READING INFORMATIONAL TEXT	LANGUAGE	WRITING					
								DEVELOPMENT OF IDEAS	ORGANIZATION	GRAMMAR AND USAGE	MECHANICS		
Number Points Possible					20	32	8	4	4	2	2	72	
Lname1, Fname1	223456789	8	1078	PL4	22	14	5	3	3	2	1	50	
Lname2, Fname2	323456789	9	1036	PL1	12	6	2	1	1	0	0	23	
Lname3, Fname3	423456789	9	1038	PL2	13	7	0	1	1	1	0	23	
Lname4, Fname4	523456789	12	1059	PL3	17	11	4	2	2	1	0	37	
Lname5, Fname5	623456789	11	1060	PL4	18	12	3	1	2	1	1	38	
Lname6, Fname6	723456789	10	1044	PL2	19	11	3	1	2	0	1	27	
Lname7, Fname7	823456789	10	1060	PL3	16	13	3	2	2	1	1	38	
Lname8, Fname8	323456789	9	1056	PL3	14	12	4	2	2	2	2	38	
Lname9, Fname9	423456789	11	1081	PL5	24	15	5	3	2	2	1	52	
Lname10, Fname10	523456789	12	1079	PL4	23	15	5	3	3	1	1	50	
Lname11, Fname11	623456789	9	1095	PL5	27	16	6	4	4	1	1	59	
Lname12, Fname12	723456789	10	1099	PL5	30	19	8	4	4	2	2	69	
Lname13, Fname13	823456789	10	1053	PL3	14	11	3	2	2	0	1	33	
Lname14, Fname14	323456789	10	1055	PL3	15	10	4	2	2	1	0	34	
Lname15, Fname15	423456789	10	1050	PL3	13	10	3	2	1	1	1	31	
Class Average			1063		18	12	4	2	2	1	1	40	

The scored results from students who retested are excluded from the average.

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END-OF-COURSE EXAMINATION SCHOOL ROSTER REPORT FOR ALGEBRA I



District Number: #####
 District Name: **MS School District**
 School Number: #####-####
 School Name: **MS School**

Performance Level Scale Score Ranges
 PL1 (1038 and lower) PL2 (1039 – 1049) PL3 (1050 – 1064) PL4 (1065 – 1087) PL5 (1088 and higher)

Student Name	Student ID	GRADE	SCALE SCORE	PERFORMANCE LEVEL	ASSESSMENT DOMAINS				TOTAL RAW SCORE
					NUMBER AND QUANTITY	ALGEBRA	FUNCTIONS	STATISTICS AND PROBABILITY	
Number Points Possible					4	38	24	7	73
Lname1, Fname1	223456789	8	1081	PL4	4	28	15	5	52
Lname2, Fname2	323456789	9	1061	PL3	3	16	9	5	33
Lname3, Fname3	423456789	9	1060	PL3	4	16	8	4	32
Lname4, Fname4	523456789	12	1071	PL4	3	21	14	5	43
Lname5, Fname5	623456789	11	1072	PL4	4	22	13	5	44
Lname6, Fname6	723456789	10	1074	PL4	4	21	17	4	46
Lname7, Fname7	823456789	10	1071	PL4	3	19	15	6	43
Lname8, Fname8	323456789	9	1075	PL4	3	24	15	5	47
Lname9, Fname9	423456789	11	1078	PL4	2	25	17	5	49
Lname10, Fname10	523456789	12	1082	PL4	3	25	20	5	53
Lname11, Fname11	623456789	9	1099	PL5	3	32	22	7	64
Lname12, Fname12	723456789	10	1099	PL5	4	33	25	7	69
Lname13, Fname13	823456789	10	1073	PL4	2	23	15	5	45
Lname14, Fname14	323456789	10	1072	PL4	2	23	14	5	44
Lname15, Fname15	423456789	10	1071	PL4	3	22	13	5	43
Lname16, Fname16	132345678	10	1070	PL4	2	21	14	5	42
Lname17, Fname17	142345678	10	1069	PL4	2	22	12	5	41
Lname18, Fname18	132345678	10	1070	PL4	3	21	13	5	42
Lname19, Fname19	142345678	10	1069	PL4	3	20	13	5	41
Lname20, Fname20	132345678	10	1073	PL4	2	24	14	5	45
School Average			1072		3	22	15	6	45

The scored results from students who retested are excluded from the average.

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Summary Report

The *Summary Report* displays the performance of a specific population on the tests. Different levels of this report will display information identifying district and/or school.


Only students taking the test for the first time are included in this report.

The data portion of this report includes a comparison of student performance within each class, school, or district.

★ The table displays the Number of Students Tested in each class, school, or district and the percentage of students at each performance level. Also on the table is the total number of students tested in the class, school, or district and the average percentage of students at each performance level.



END-OF-COURSE EXAMINATION SCHOOL SUMMARY FOR ALGEBRA I



District Number: ###
 District Name: MS School District 7
 School Number: ###-###
 School Name: MS School 5

CLASS NAME	TEACHER LAST NAME	NUMBER OF STUDENTS TESTED	PERCENTAGE OF STUDENTS AT PL1	PERCENTAGE OF STUDENTS AT PL2	PERCENTAGE OF STUDENTS AT PL3	PERCENTAGE OF STUDENTS AT PL4	PERCENTAGE OF STUDENTS AT PL5
MS CLASS NAME 1	TLNAME1	**	12%	35%	20%	20%	13%
MS CLASS NAME 2	TLNAME2	18	10%	33%	22%	18%	17%
MS CLASS NAME 3	TLNAME3	17	9%	40%	20%	18%	13%
MS CLASS NAME 4	TLNAME4	20	10%	37%	25%	15%	13%
MS CLASS NAME 5	TLNAME5	20	10%	37%	25%	15%	13%
SCHOOL SUMMARY		70	10%	36%	22%	18%	14%

Testing Month: 2019 Spring EOC Page 1 of 1

The scored results from students who retested are excluded from the averages.
 Counts less than 10 are reported as **.
 Percentages less than 5% are reported as 5%.
 Percentages greater than 95% are reported as 95%.


Demographic Summary Report

The *Demographic Summary Report* displays a breakdown of the number of students and the percentage of students at each performance level for a given subgroup.

★ The table displays the Number of Students Tested in each subgroup and the percentage of students at each performance level.


Only students taking the test for the first time are included in this report.

★ If there are fewer than 10 students within a subgroup, those results will not be reported.



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END-OF-COURSE EXAMINATION
SCHOOL DEMOGRAPHIC SUMMARY REPORT
FOR ALGEBRA I



School Number: #####

School Name: **MS School**

Total Number Tested: **112**

District Number: #####

District Name: **MS School District**

Total Number Tested: **253**

Total Number Tested in State: **34,972**

Testing Month: **2019 Spring EOC**

Student Subgroups	Student Count	Percent of Students at PL1 (1038 and lower)			Percent of Students at PL2 (1039 - 1049)			Percent of Students at PL3 (1050 - 1064)			Percent of Students at PL4 (1065 - 1087)			Percent of Students at PL5 (1088 and higher)		
		School	District	State	School	District	State	School	District	State	School	District	State	School	District	State
ALL STUDENTS																
All Students	112	7%	5%	9%	23%	20%	25%	21%	20%	21%	20%	15%	20%	29%	40%	25%
GENDER																
Female	62	10%	8%	7%	21%	17%	24%	20%	17%	22%	20%	16%	21%	29%	42%	26%
Male	50	5%	5%	11%	25%	22%	26%	22%	20%	20%	20%	16%	18%	28%	38%	25%
ETHNICITY																
American Indian/Alaska Native	20	5%	20%	10%	20%	20%	34%	25%	20%	21%	25%	20%	20%	25%	20%	15%
Asian	12	5%	5%	5%	5%	5%	17%	30%	25%	20%	30%	20%	17%	20%	50%	41%
Black	0	5%	5%	5%	5%	5%	5%	5%	5%	5%	5%	5%	5%	5%	5%	5%
Hispanic	0	5%	5%	5%	5%	5%	5%	5%	5%	5%	5%	5%	5%	5%	5%	5%
Multiracial	40	12%	11%	21%	31%	30%	37%	21%	20%	17%	20%	19%	16%	16%	20%	9%
Native Hawaiian/Pacific Islander	37	5%	5%	7%	15%	11%	22%	22%	17%	23%	20%	14%	20%	41%	56%	28%
White	**	5%	5%	48%	95%	95%	26%	5%	5%	10%	5%	5%	7%	5%	5%	9%
Not Indicated	**	5%	5%	14%	5%	5%	19%	5%	95%	15%	5%	5%	12%	5%	5%	40%
STUDENTS WITH DISABILITIES																
Students with Disabilities	17	25%	25%	36%	50%	50%	41%	15%	15%	12%	10%	10%	8%	0%	0%	3%
ENGLISH LEARNERS																
Current English Learners	22	5%	20%	14%	95%	25%	43%	5%	20%	20%	5%	20%	15%	5%	15%	8%
Former English Learners	**	5%	5%	5%	5%	15%	9%	95%	30%	22%	5%	40%	20%	5%	12%	44%
GIFTED & TALENTED																
Gifted & Talented	11	5%	5%	5%	5%	5%	5%	10%	6%	18%	18%	5%	14%	82%	91%	64%
ECONOMIC DISADVANTAGED																
Economically Disadvantaged	47	8%	7%	13%	30%	28%	32%	21%	20%	20%	20%	18%	19%	21%	27%	16%
HIGHLY MOBILE																
Highly Mobile	**	5%	5%	13%	5%	5%	35%	5%	5%	23%	5%	5%	20%	5%	5%	9%

The scored results from students who retested are excluded from the averages.
 Counts less than 10 are reported as "**".
 Percentages less than 5% are reported as 5%.
 Percentages greater than 95% are reported as 95%.



END-OF-COURSE EXAMINATION DISTRICT DEMOGRAPHIC SUMMARY REPORT FOR ALGEBRA I



District Number: **####** Total Number Tested in State: **34,972**
 District Name: **MS School District** Testing Month: **2019 Spring EOC**
 Total Number Tested: **253**

Student Subgroups	Student Count	Percent of Students at PL1 (1038 and lower)		Percent of Students at PL2 (1039 - 1049)		Percent of Students at PL3 (1050 - 1064)		Percent of Students at PL4 (1065 - 1087)		Percent of Students at PL5 (1088 and higher)	
		District	State	District	State	District	State	District	State	District	State
ALL STUDENTS											
All Students	253	5%	9%	20%	25%	20%	21%	15%	20%	40%	25%
GENDER											
Female	133	8%	7%	17%	24%	17%	22%	16%	21%	42%	26%
Male	120	4%	11%	22%	26%	20%	20%	16%	18%	38%	25%
ETHNICITY											
American Indian/Alaska Native	50	20%	10%	20%	34%	20%	21%	20%	20%	20%	15%
Asian	30	5%	5%	5%	17%	25%	20%	20%	17%	50%	41%
Black	**	5%	5%	5%	5%	5%	5%	5%	5%	5%	5%
Hispanic	**	5%	5%	5%	5%	5%	5%	5%	5%	5%	5%
Multiracial	60	11%	21%	30%	37%	20%	17%	19%	16%	20%	9%
Native Hawaiian/Pacific Islander	108	5%	7%	11%	22%	17%	23%	14%	20%	56%	28%
White	**	5%	48%	95%	26%	5%	10%	5%	7%	5%	9%
Not Indicated	**	5%	14%	5%	19%	95%	15%	5%	12%	5%	40%
STUDENTS WITH DISABILITIES											
Students with Disabilities	27	25%	36%	50%	41%	15%	12%	10%	8%	**	5%
ENGLISH LEARNERS											
Current English Learners	42	20%	14%	25%	43%	20%	20%	20%	15%	15%	8%
Former English Learners	15	5%	5%	15%	9%	30%	22%	40%	20%	12%	44%
GIFTED & TALENTED											
Gifted & Talented	22	5%	5%	5%	5%	6%	18%	5%	14%	91%	64%
ECONOMIC DISADVANTAGED											
Economically Disadvantaged	68	7%	13%	28%	32%	20%	20%	18%	19%	27%	16%
HIGHLY MOBILE											
Highly Mobile	**	5%	13%	5%	35%	5%	23%	5%	20%	5%	9%

The scored results from students who retested are excluded from the averages.
 Counts less than 10 are reported as **.



Standards Analysis Summary Report

The *Standards Analysis Summary Report* displays information on how the students performed on the MS-CCRS that were assessed.

Users should note that caution is required when interpreting results that are based on very few items. This is especially so when the results for a standard are only based on one item. Educators are generally not interested in how a group of students performs on one specific item (e.g., a two-digit addition item like $31 + 72$). Instead, educators are interested in extrapolating how the group of students would have performed if it were possible to administer all such test items (e.g., all possible two-digit addition items: $10 + 10$, $10 + 11$, . . . , $99 + 98$, $99 + 99$, of which there are 8,100). This is analogous to how a sample taken for a political poll before an election is used to make a generalized inference about how the population of all voters will vote. The larger and more representative the sample, the more accurate the results of the poll will be.

Inferences about how many two-digit addition items students know could be incorrect when based on very few items and likely will be incorrect when based on a single item. This is because items that measure the same standard can vary in difficulty. If the tested item happens to be an easier item, educators could erroneously perceive achievement to be higher than it

really is. The opposite would be true if the tested item happens to be a harder item. Sampling multiple items yields the more reliable (consistent) results and provides more valid inferences. When few items are tested for a given standard, it is important to consider other sources of information about student skills in that area.

Only students taking the test for the first time are included in this report.

- ★ The top-right displays the total Number of Students Tested and the total Number of Items on Test for the reported content area.
- ★ The table displays the list of standards for the reported content area and the Percent of Score Points Earned by the class, school, district, and state levels.



**END-OF-COURSE EXAMINATION
CLASS STANDARDS ANALYSIS
SUMMARY - ALGEBRA I**



District Number: #####
 District Name: **MS School District**
 School Number: ### Total Number Students Tested in Class: **25**
 School Name: **MS School** Total Number of Items on Test: **66**
 Class Name: **CLName1**

This Standards Analysis Class Report provides information on how the students in this class grouping performed on the standards assessed on the test for this content area. The Score Points Possible for Class assumes every student with a valid test score answered every tested item correctly, with each student earning all score points available. The Score Points Earned by Class is the sum of the points for correct answers actually earned by all students. The Percent of Score Points Earned by Class, School, District, or State provides information on the proportion of score points earned versus total points possible. Higher percentages mean that students demonstrated greater understanding of the standard as evidenced by the higher proportion of score points they collectively earned.

Standard	Number of Tested Items for Standard	Score Points Available for Standard	Score Points Possible for Class	Score Points Earned by Class	Percent of Score Points Earned by Class	Percent of Score Points Earned by School	Percent of Score Points Earned by District	Percent of Score Points Earned by State
A.APR.A.1	4	4	100	88	88%	75%	77%	75%
A.APR.B.3	15	15	375	300	80%	78%	75%	72%
A.CED.A.1	1	1	25	15	60%	60%	62%	55%
A.CED.A.3	1	1	25	19	76%	78%	74%	72%
A.REI.A.1	3	3	75	55	73%	80%	77%	77%
A.REI.B.3	1	1	25	20	80%	78%	75%	75%
A.REI.B.4a	1	1	25	21	84%	82%	80%	81%
A.REI.B.4b	1	1	25	16	64%	64%	67%	67%
A.REI.C.6	1	1	25	19	76%	70%	69%	72%
A.REI.D.10	7	7	175	140	80%	75%	75%	78%
A.REI.D.11	1	1	25	22	88%	81%	82%	83%
A.SSE.A.2	1	1	25	15	60%	65%	64%	60%
A.SSE.B.3b	1	1	25	21	84%	84%	80%	84%
A.SSE.B.3c	1	1	25	18	72%	70%	70%	72%
F.BF.A.1a	6	6	150	115	77%	79%	75%	75%
F.BF.B.3	6	6	150	120	80%	79%	75%	81%
F.IF.A.1	1	1	25	24	96%	90%	88%	90%
F.IF.A.2	1	1	25	24	96%	88%	88%	85%
F.IF.B.5	1	1	25	20	80%	80%	81%	77%
F.IF.B.6	1	1	25	19	76%	75%	74%	72%
F.IF.C.7a	1	1	25	21	84%	78%	80%	77%
F.LE.A.3	1	1	25	15	60%	55%	53%	59%
F.LE.B.5	1	1	25	20	80%	79%	75%	74%
N.RN.A.3	10	10	250	200	80%	80%	80%	78%
S.ID.B.6c	1	1	25	16	64%	70%	69%	68%
S.ID.C.8	3	3	75	50	67%	72%	70%	72%



END-OF-COURSE EXAMINATION SCHOOL STANDARDS ANALYSIS SUMMARY - ALGEBRA I



District Number: **####**

District Name: **MS School District**

School Number: **###**

School Name: **MS School**

Total Number Students Tested in School: **25**

Total Number of Items on Test: **66**

This Standards Analysis Report provides information on how students performed on the standards assessed on the test for this content area. The Percent of Score Points Earned by School, District, or State provides information on the proportion of score points earned versus total points possible. Higher percentages mean that students demonstrated greater understanding of the standard as evidenced by the higher proportion of score points they collectively earned.

Standard	Number of Tested Items for Standard	Score Points Available for Standard	Score Points Possible for School	Score Points Earned by School	Percent of Score Points Earned by School	Percent of Score Points Earned by District	Percent of Score Points Earned by State
A.APR.A.1	4	4	100	88	75%	77%	75%
A.APR.B.3	15	15	375	300	78%	75%	72%
A.CED.A.1	1	1	25	15	60%	62%	55%
A.CED.A.3	1	1	25	19	78%	74%	72%
A.REI.A.1	3	3	75	55	80%	77%	77%
A.REI.B.3	1	1	25	20	78%	75%	75%
A.REI.B.4a	1	1	25	21	82%	80%	81%
A.REI.B.4b	1	1	25	16	64%	67%	67%
A.REI.C.6	1	1	25	19	70%	69%	72%
A.REI.D.10	7	7	175	140	75%	75%	78%
A.REI.D.11	1	1	25	22	81%	82%	83%
A.SSE.A.2	1	1	25	15	65%	64%	60%
A.SSE.B.3b	1	1	25	21	84%	80%	84%
A.SSE.B.3c	1	1	25	18	70%	70%	72%
F.BF.A.1a	6	6	150	115	79%	75%	75%
F.BF.B.3	6	6	150	120	79%	75%	81%
F.IF.A.1	1	1	25	24	90%	88%	90%
F.IF.A.2	1	1	25	24	88%	88%	85%
F.IF.B.5	1	1	25	20	80%	81%	77%
F.IF.B.6	1	1	25	19	75%	74%	72%
F.IF.C.7a	1	1	25	21	78%	80%	77%
F.LE.A.3	1	1	25	15	55%	53%	59%
F.LE.B.5	1	1	25	20	79%	75%	74%
N.RN.A.3	10	10	250	200	80%	80%	78%
S.ID.B.6c	1	1	25	16	70%	69%	68%
S.ID.C.8	3	3	75	50	72%	70%	72%



**END-OF-COURSE EXAMINATION
DISTRICT STANDARDS ANALYSIS
SUMMARY - ALGEBRA I**



District Number: **####**
District Name: **MS School District**

Total Number Students Tested in District: **25**
Total Number of Items on Test: **66**

This Standards Analysis Report provides information on how students performed on the standards assessed on the test for this content area. The Percent of Score Points Earned by the District provides information on the proportion of score points earned versus total points possible. Higher percentages mean that students demonstrated greater understanding of the standard as evidenced by the higher proportion of score points they collectively earned.

Standard	Number of Tested Items for Standard	Score Points Available for Standard	Score Points Possible for District	Score Points Earned by District	Percent of Score Points Earned by District	Percent of Score Points Earned by State
A.APR.A.1	4	4	100	88	77%	75%
A.APR.B.3	15	15	375	300	75%	72%
A.CED.A.1	1	1	25	15	62%	55%
A.CED.A.3	1	1	25	19	74%	72%
A.REI.A.1	3	3	75	55	77%	77%
A.REI.B.3	1	1	25	20	75%	75%
A.REI.B.4a	1	1	25	21	80%	81%
A.REI.B.4b	1	1	25	16	67%	67%
A.REI.C.6	1	1	25	19	69%	72%
A.REI.D.10	7	7	175	140	75%	78%
A.REI.D.11	1	1	25	22	82%	83%
A.SSE.A.2	1	1	25	15	64%	60%
A.SSE.B.3b	1	1	25	21	80%	84%
A.SSE.B.3c	1	1	25	18	70%	72%
F.BF.A.1a	6	6	150	115	75%	75%
F.BF.B.3	6	6	150	120	75%	81%
F.IF.A.1	1	1	25	24	88%	90%
F.IF.A.2	1	1	25	24	88%	85%
F.IF.B.5	1	1	25	20	81%	77%
F.IF.B.6	1	1	25	19	74%	72%
F.IF.C.7a	1	1	25	21	80%	77%
F.LE.A.3	1	1	25	15	53%	59%
F.LE.B.5	1	1	25	20	75%	74%
N.RN.A.3	10	10	250	200	80%	78%
S.ID.B.6c	1	1	25	16	69%	68%
S.ID.C.8	3	3	75	50	70%	72%



For More Information

This guide is intended to provide information that teachers, administrators, and school districts can utilize to improve instruction and address student needs. The purpose of this guide is to provide school personnel with an overview of the Mississippi Academic Assessment Program, the reports provided to schools, and the types of scores used to report the MAAP results.

- ★ For questions about the receipt of reports or missing data, contact:

Mississippi Support
Phone: (800) 644-4054
mscustomersupport@questarai.com

- ★ For questions about public, state, or Department of Education policies, contact:

Office of Student Assessment
Mississippi Department of Education
Phone: (601) 359-3052
Fax: (601) 359-2471

For additional statewide data, visit the Mississippi Department of Education website at: <http://reports.mde.k12.ms.us/Default.aspx>

