

# MCAP Performance Snapshot, Assessment Context, and End-of-Year Outlook

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# Outcomes

This briefing aims to provide the Education and Workforce Development (EWD) Committee with the following information:

- Grade 3 ELA & Grade 6 Math — MCAP Performance Snapshot, Assessment Context, and End-of-Year Outlook.
- Overview of middle-of-year assessment results aligned to MCAP expectations (overall and disaggregated).
- Trends toward proficiency, projected end-of-year MCAP performance.
- MCAP assessment context, include clarity on structure and sample items for each grade level to illustrate rigor and readiness benchmarks.

# MCAP Context

**Maryland's Comprehensive Assessment Program (MCAP)** is the annual state assessment that provides information to families, educators and the public on the academic progress students are making towards mastery of the Maryland content standards.

## What students are included in this release?

- Students are tested in English Language Arts (ELA) grades 3-8, English grade 10, Mathematics grades 3-8, Algebra I, Geometry and Algebra 2.

## How are results reported?

- Results are reported in four performance levels: Distinguished Learner (4), Proficient Learner (3), Developing Learner (2), or Beginning Learner (1) with levels 3 and 4 considered proficient

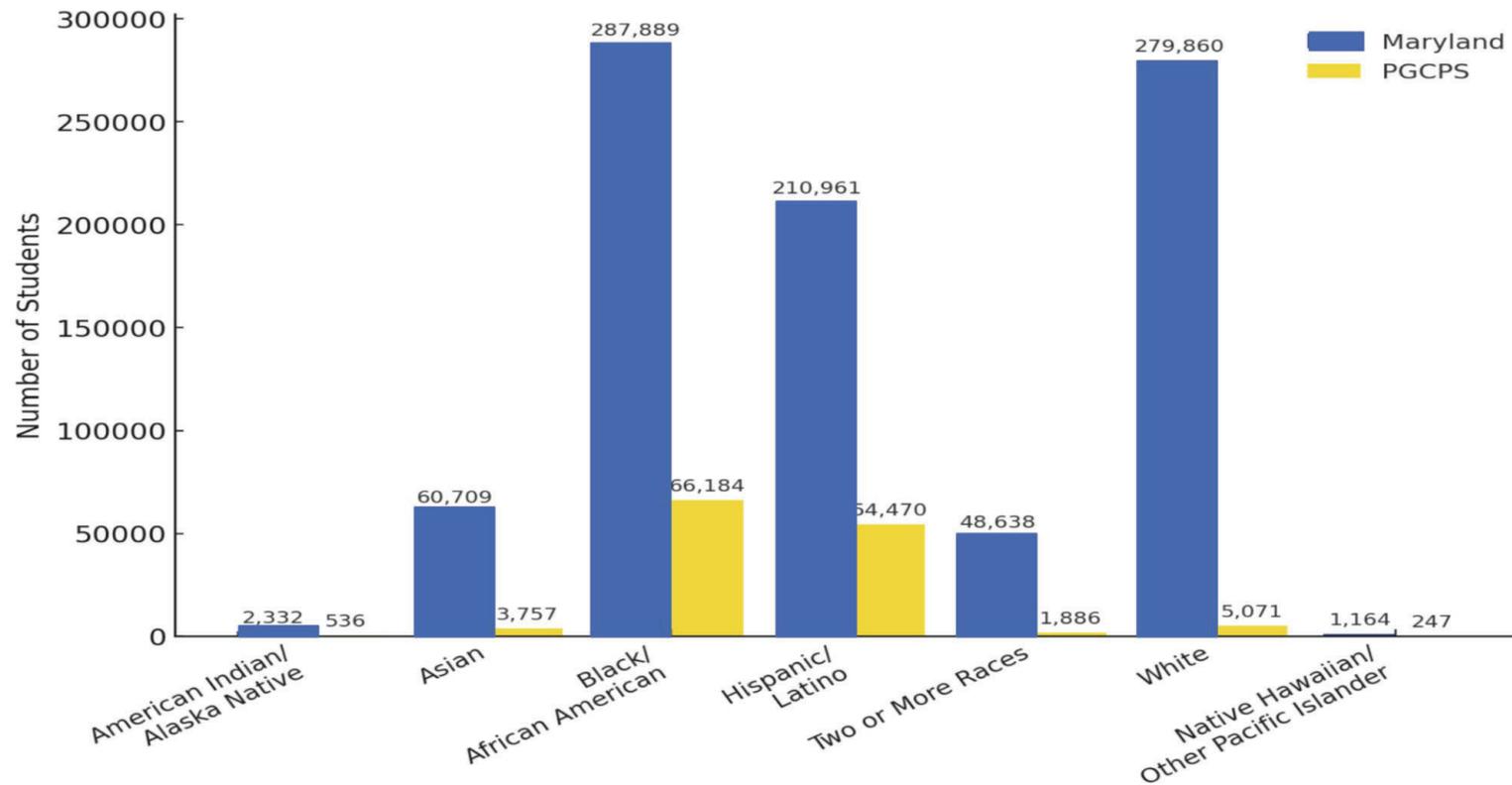
## How does MCAP meet ESSA requirements?

- MCAP meets the Federal Every Student Succeeds Act (ESSA) requirements for accountability and the data are incorporated into the state's report card rating system for schools.

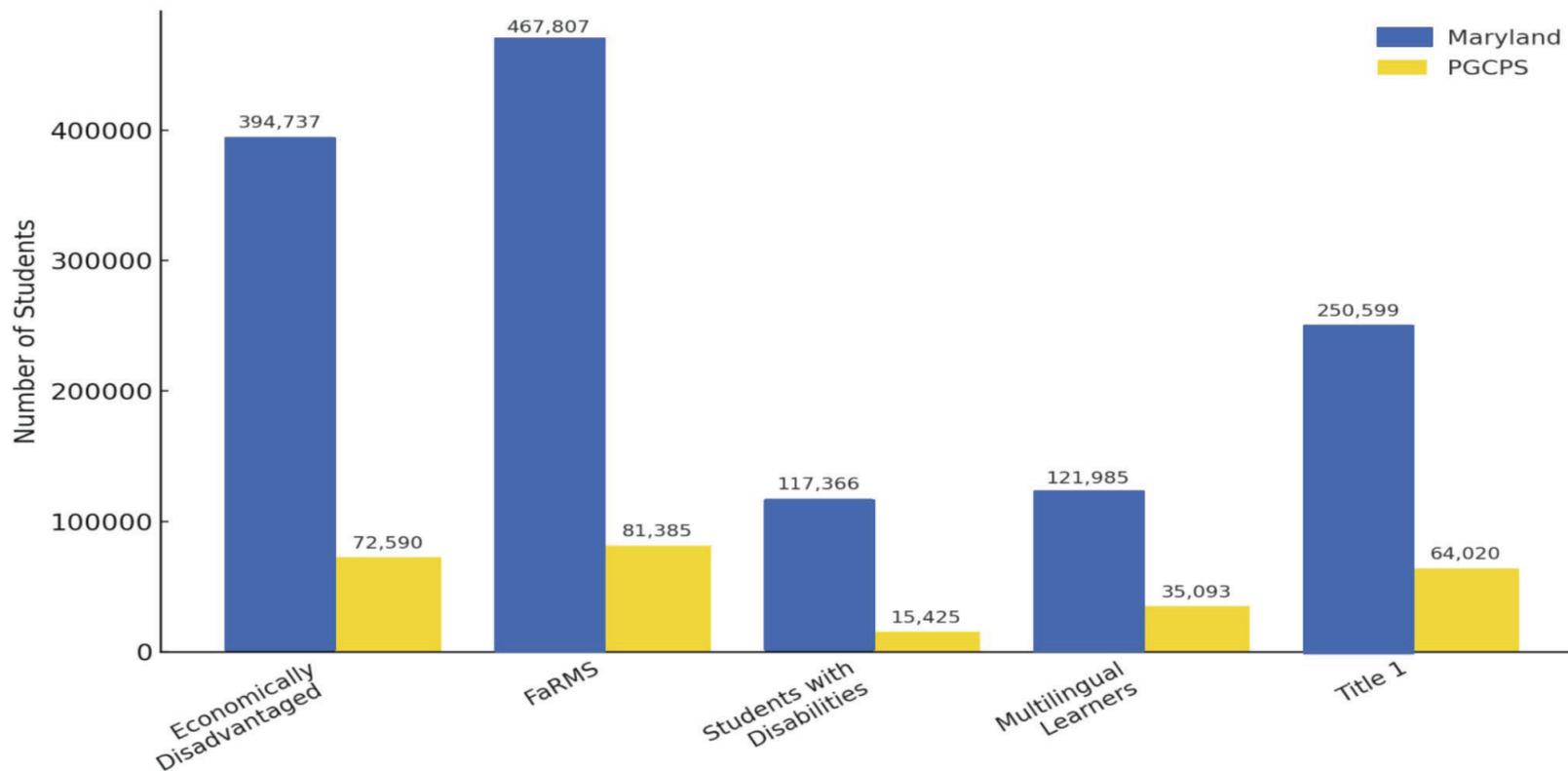
# What to Know About the MCAP

- The Maryland Comprehensive Program Assessment (MCAP) was administered to students in grades 3-5, 6-8 and high school courses.
- Spring 2025 MCAP adds an additional year to a four year trend data pattern for state accountability.
- Spring 2025 MCAP data will be utilized to establish the Maryland Accountability star ratings and report card ratings that will be released in December 2025.
- Spring 2025 MCAP data will be utilized as the third year trend for low performing schools (CSI and ATSI).
- Spring 2025 Mathematics grades 3-8 and Algebra I and English Language Arts grades 4-8 and 10 were a computer adaptive administration.
- Spring 2025 English Language Arts grade 3 remained a fixed form administration.

# Understanding PGCPS and Maryland Student Demographic Population: Race/Ethnicity



# Understanding PGCPS and Maryland Student Demographic Population: Service Groups

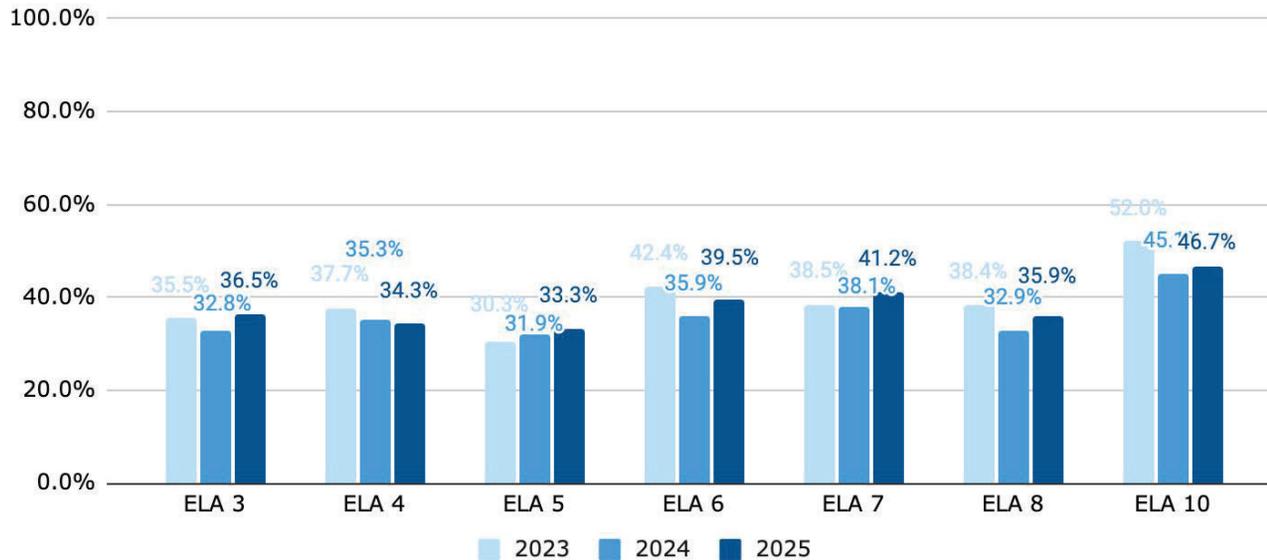


# MCAP SY25 State ELA Results



PGCPS results improved in most grade level performance with the percent of students proficient from SY25 slightly higher than the percent of students proficient in SY24 across all tests, with the exception of grade 4. In addition, the percent of students proficient in SY25 exceeded SY23 for three tests - Grade 3, 5 and 7. For the rest of the grades/courses, SY25 proficiency is still lower than it was in SY23.

Percent of Students Proficient by Test



Across all tested grades/courses, PGCPS increased in all grades/courses, with the exception of grade 4.

Test	Tested Count 2023	Tested Count 2024	Tested Count 2025
ELA 3	9,384	9,044	9,881
ELA 4	9,347	9,475	9,243
ELA 5	9,504	9,461	9,695
ELA 6	9,378	9,313	9,287
ELA 7	9,305	9,234	9,435
ELA 8	9,365	9,403	9,504
ELA 3 - 8	56,283	55,930	57,045
ELA 10	9,819	9,621	10,220

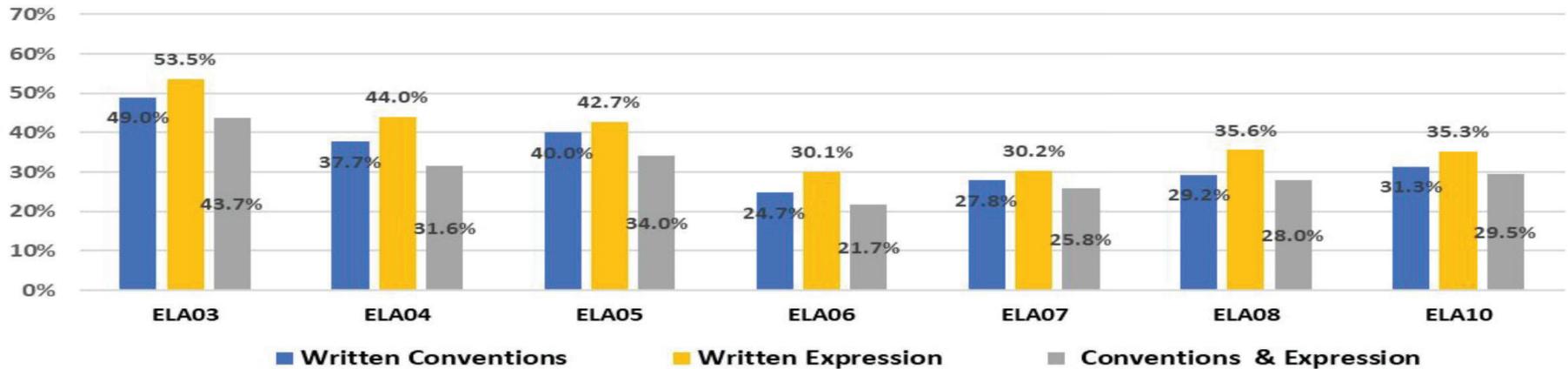
# MCAP ELA Constructed Responses



The MCAP ELA assessment includes constructed-response items within the Written Conventions and Written Expression sub-claims, which is approximately 8% to 24% of the total score. Each writing item is worth between 18 and 20 points.

Overall, students scored zero more often on the Written Expression sub-claim than on Written Conventions. At the elementary level, 49% of students scored zero points on Written Conventions and 54% on Written Expression. In grade 3, about 44% score zero on both sub-claims—meaning they earned zero total points on more than a quarter (25%) of the assessment content.

**Percent Scoring Zero on Writing sub-Claims**

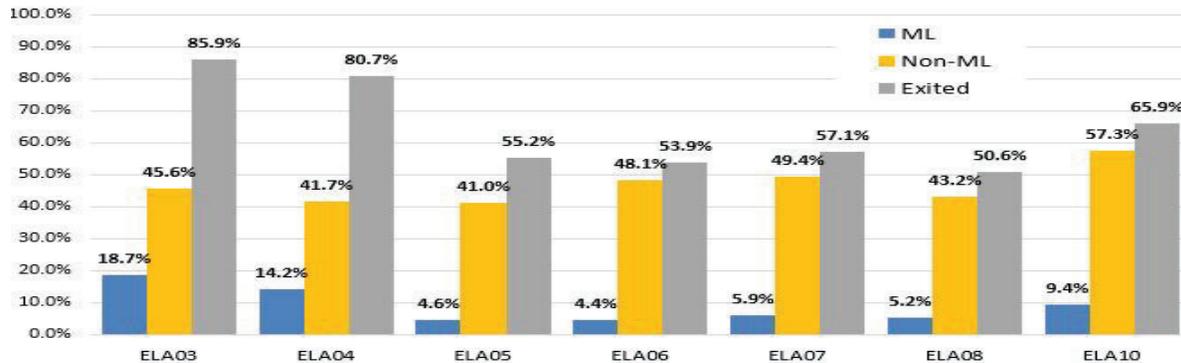


# ML and SWD MCAP Spring SY25 ELA Data



Percentage of Proficient or Distinguished Performance Levels by ML Status on the ELA MCAP

*"Exited" refers to ML students who have met the growth to target score on the ACCESS test and exited the English Language Development program.*



*In SY25, Exited students in ELA surpassed their counterparts in ML and SE programs as well as counterparts not in the programs.*

Percentage of Proficient or Distinguished Performance Levels by SWD Status on the ELA MCAP

*"Exited" refers to SWD students who no longer receive specially designed instruction from an IEP.*

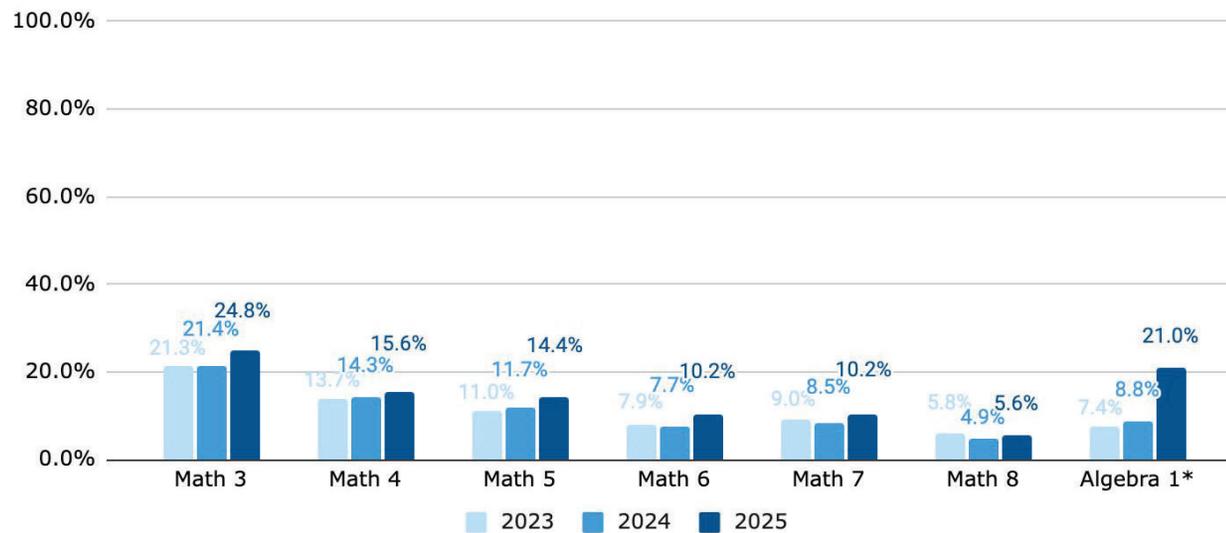


# MCAP SY25 State Math Results



PGCPS results improved in all grade level performance with the percent of students proficient from SY25 higher than the percent of students proficient in SY24 across all tests. In addition, the percent of students proficient in SY25 also exceeded SY23 for all tests, with the exception of Grade 8.

Percent of Students Proficient by Test



Across all tested grades/courses, PGCPS increased in all 7 grades/courses.

Test	Tested Count 2023	Tested Count 2024	Tested Count 2025
Math 3	9,528	9,302	10,048
Math 4	9,559	9,772	9,406
Math 5	9,661	9,718	9,854
Math 6	9,491	9,539	9,464
Math 7	9,345	9,450	9,476
Math 8	8,219	8,297	8,370
Math 3 - 8	55,803	56,078	56,618
Algebra 1	10,718	10,471	3,317

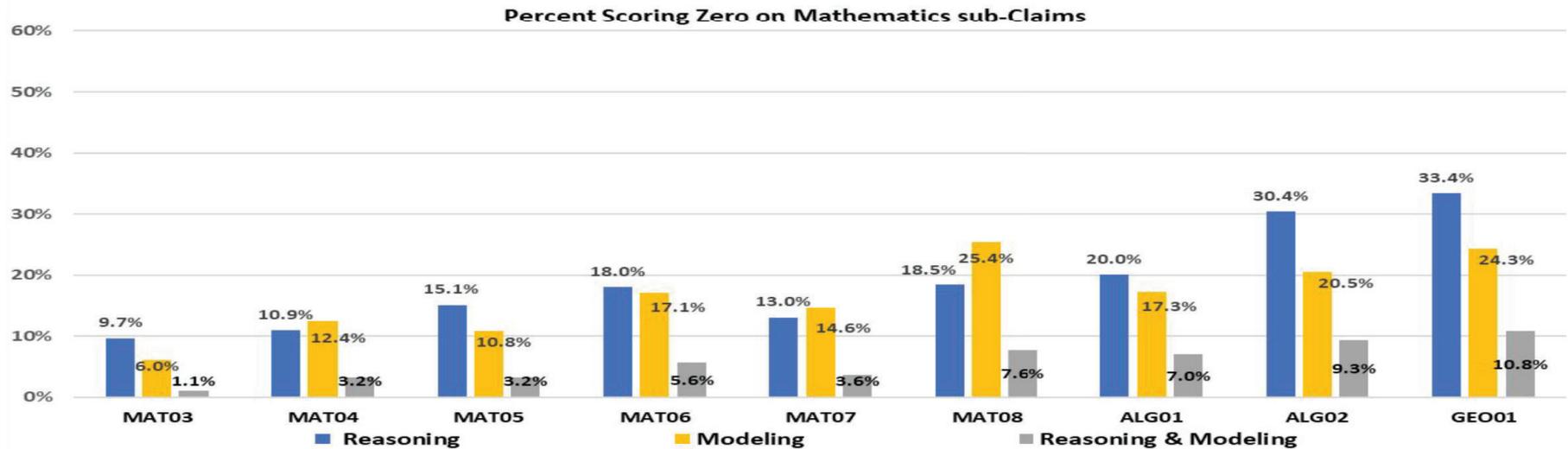
\* *Special Note:* For Algebra 1, due to a HS course sequence change, in 2025 the test taker count and student population assessed was significantly lower than in 2023 and 2024.

# MCAP Math Constructed Responses



The MCAP mathematics assessment includes multi-part constructed-response items within the Reasoning and Modeling sub-claims, accounting for roughly 23% to 25% of the total points. Each multi-part item is worth between 3 to 4 points.

A higher percentage of students earned a zero in the Reasoning and Modeling sub-claims at the secondary level than in primary grades. Approximately 6% to 15% of students in grades 3 through 5 score zero on one sub-claim. In contrast, around 18% of students in grades 6 and 8 receive a zero in Reasoning, and 25% of eighth graders score zero in Modeling.

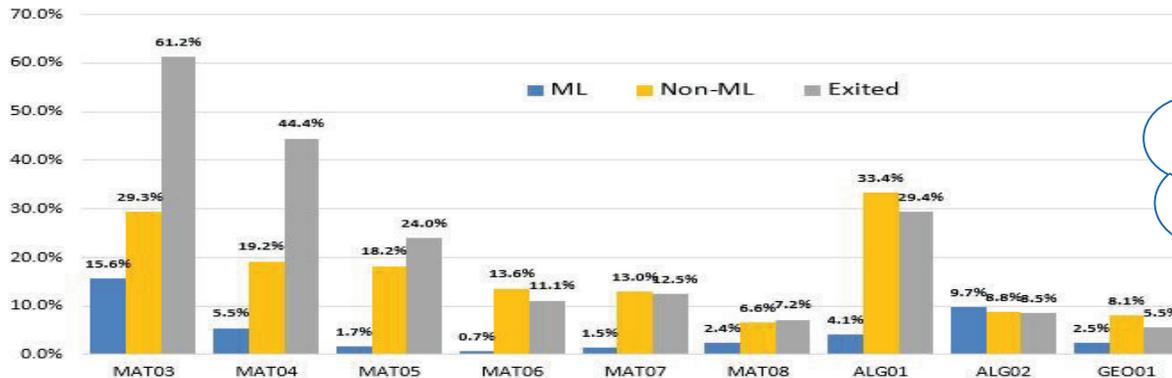


# ML and SWD MCAP Spring SY25 Mathematics Data



Percentage of Proficient or Distinguished Performance Levels by ML Status on the Mathematics MCAP

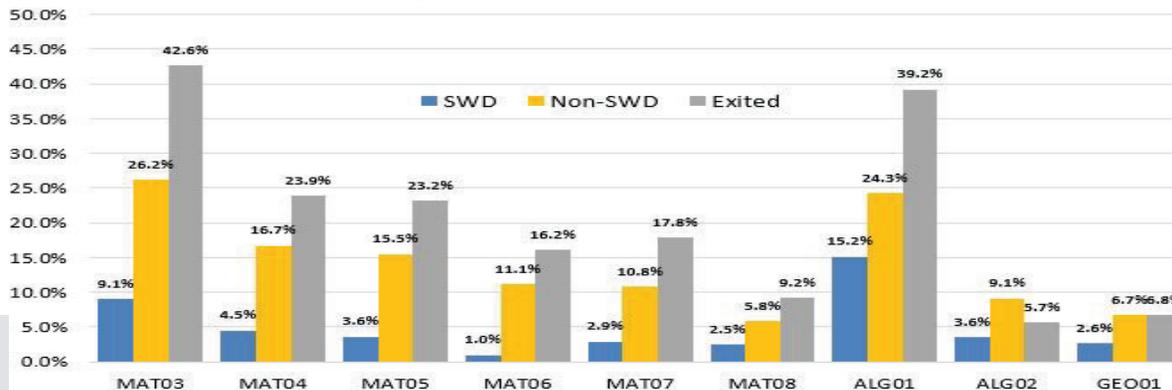
*“Exited” refers to ML students who have met the growth to target score on the ACCESS test and exited the English Language Development program.*



*In SY25, Exited students in mathematics surpassed their counterparts in ML and SE programs as well as counterparts not in the programs.*

Percentage of Proficient or Distinguished Performance Levels by SWD Status on the Mathematics MCAP

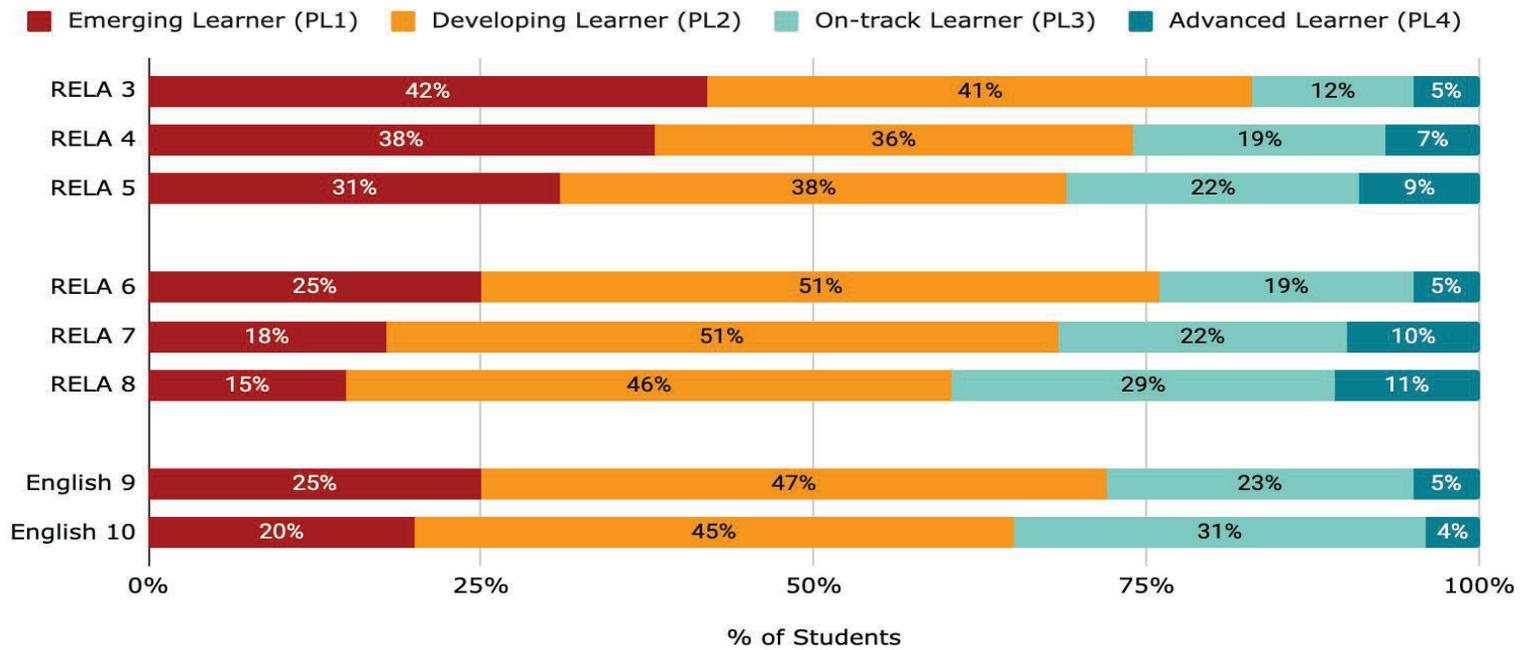
*“Exited” refers to SWD students who no longer receive specially designed instruction from an IEP.*



# Benchmark I Performance: RELA



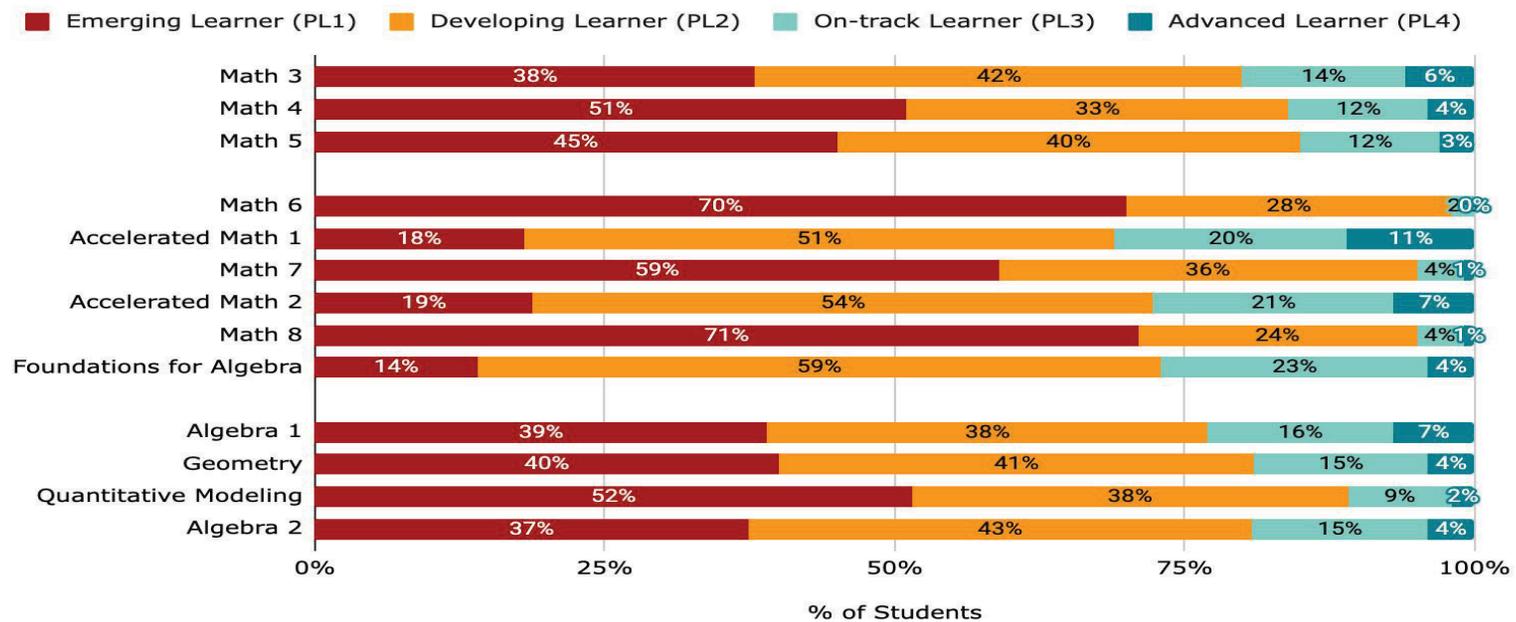
RELA Benchmark I SY26 - Performance Level Results by Test



# Benchmark I Performance: Math



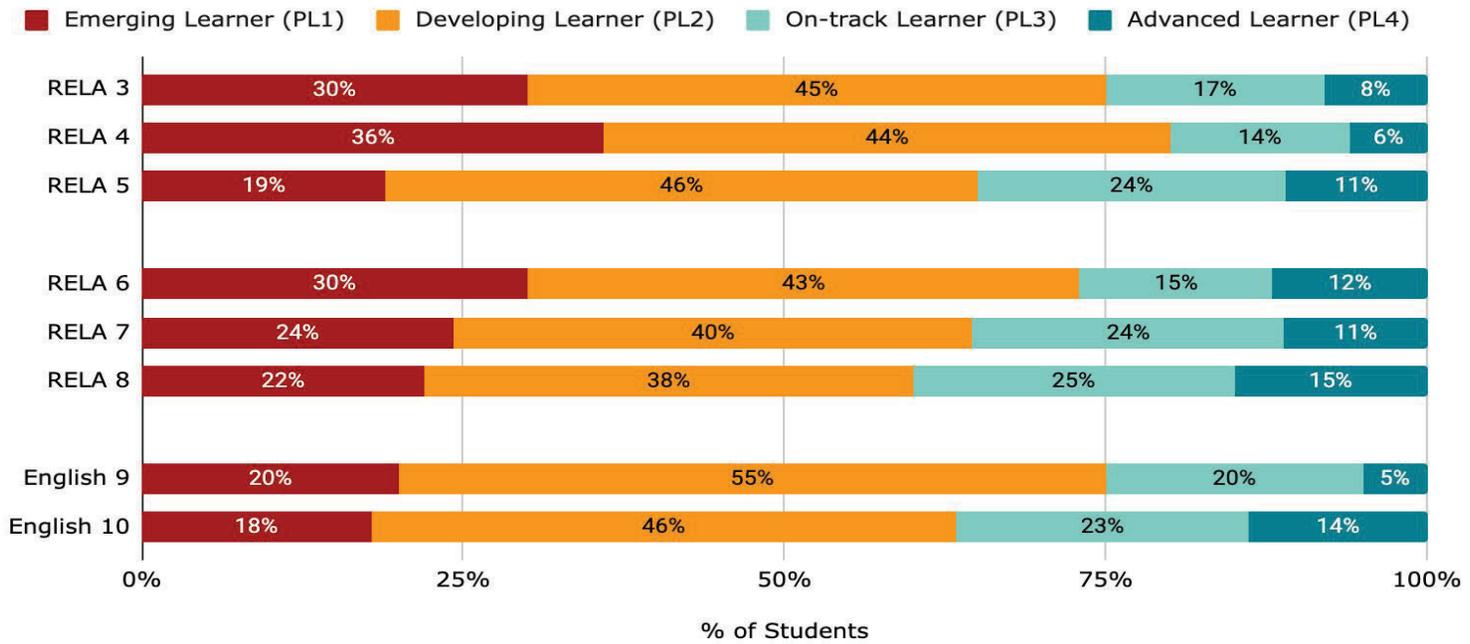
Math Benchmark I SY26 - Performance Level Results by Test



# Benchmark II Performance: RELA



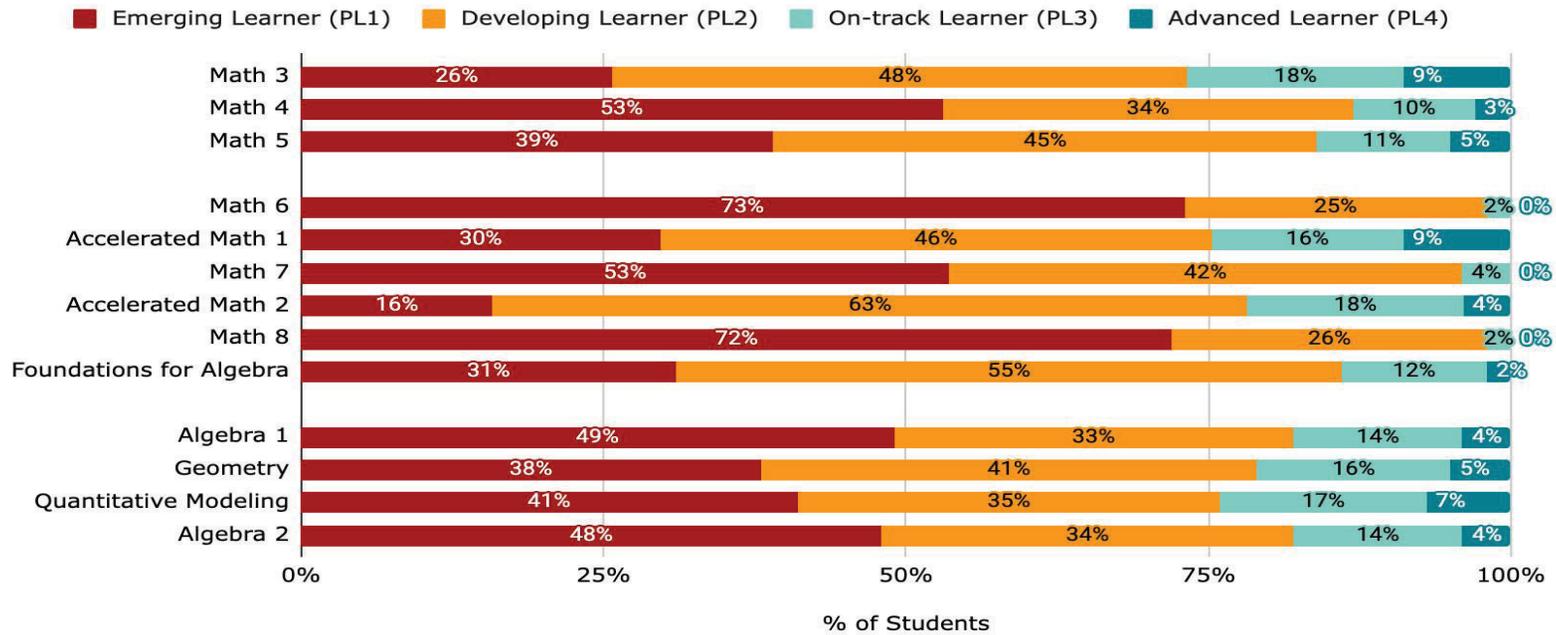
RELA Benchmark II SY26 - Performance Level Results by Test



# Benchmark II Performance: Math



## Math Benchmark II SY26 - Performance Level Results by Test



# Maryland Practice Tests



## Maryland Practice Tests & Tutorials

Do you want to know what taking an MCAP assessment is like? Practice tests for each subject and grade level are available below to help you familiarize yourself with the kinds of items and formats used for the MCAP assessments.

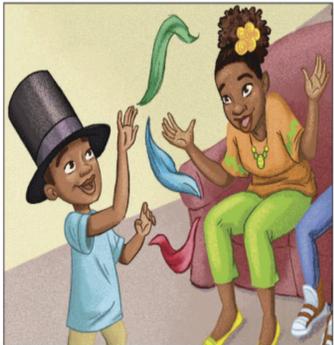
**Wait!** Before you start, check that your computer, laptop, or tablet will work. The MCAP assessments work with many devices and browsers, but not all. [Review the technology guidelines here.](#)

ELA/Literacy	Mathematics	Science MISA	Social Studies
Overview	Section 1 of the practice test set includes a literary single passage and an informational single passage. Section 2 includes an Informational Performance Task with an opinion writing prompt.		
Tutorials			
Grade 3	<b>Computer-Based Practice Tests</b> <ul style="list-style-type: none"><li>Grade 03 ELA/Literacy</li><li>Grade 03 ELA/Literacy - ASL</li><li>Grade 03 ELA/Literacy - Closed Captioning</li><li>Grade 03 ELA/Literacy - TTS</li><li>Grade 03 ELA/Literacy - Screen Reader</li><li>Grade 03 ELA/Literacy - Non-Screen Reader</li></ul>	<b>Paper-Based Practice Tests</b> <ul style="list-style-type: none"><li>Paper-Based Practice Test</li><li>Large Print Paper-Based Practice Test</li><li>Braille Ready File (Volume 1)</li><li>Braille Ready File (Volume 2)</li><li>Braille Special Instructions</li><li>Human Signer Paper-Based Practice Test</li></ul>	
Grade 4			
Grade 5			
Grade 6			
Grade 7			
Grade 8	<b>Computer-Based Practice Test Answer Key</b> <ul style="list-style-type: none"><li>Online Practice Test Answer Key</li></ul>	<b>Paper-Based Practice Test Answer Key</b> <ul style="list-style-type: none"><li>Paper Practice Test Answer Key</li><li>Human Signer Paper Practice Test Answer Key</li></ul>	
Grade 10			

# 3rd Grade ELA Items

Read the passage "Nico the Nifty." Then answer the questions.

Nico the Nifty  
by Sara Matson



## Part A

In paragraph 16, what is the meaning of the phrase "you're a natural"?

- A. to use things from outside
- B. to practice something
- C. to make a good choice
- D. to have the talent to succeed

## Part B

Which sentence from the passage **best** supports the answer to Part A?

- A. "... Sam taught Nico how to throw two scarves in an X shape..." (paragraph 9)
- B. "But it didn't take Nico long at all." (paragraph 13)
- C. "He began to juggle—slowly at first, then faster." (paragraph 14)
- D. "... Nico hurried out of the house with his magician's hat." (paragraph 20)

- 1 Last summer, Sam had returned from camp with seven mosquito bites and three silk scarves.
- 2 "Watch this," he told his younger brother, Nico, one day.
- 3 Sam tossed the scarves into the air, one by one. As each fell, Sam grabbed it and tossed it up again in a slow-moving circle.
- 4 "Wow!" Nico said. "You learned to juggle."
- 5 "I still mess up a lot," Sam admitted as one of the scarves drifted to the floor.
- 6 Nico picked it up. "Remember that juggler who performed at the library?"
- 7 "He could juggle anything," Sam said, "even eggplants and cauliflower."
- 8 "I want to juggle too," Nico said. "Will you teach me?"
- 9 So after lunch, Sam taught Nico how to throw two scarves in an X shape—first the one in his right hand, then the one in his left.
- 10 "Adding the third one is tricky," Sam said.

At the end of the passage, Sam feels

- A. worried that his brother will be a better basketball player.
- B. proud that his brother won first place in the talent show.
- C. relieved he did not have to perform in the talent show.
- D. certain that both he and his brother can be good jugglers.

# 3rd Grade ELA Items



Hobby Friday **Paint the Morning**

Select from the lists of choices to correctly complete the sentence.

In paragraphs 22 through 26 of "Hobby Friday," Chris realizes that his classmates  the headbands he made for them, and it makes him feel

Today you will read "Hobby Friday" as well as "Paint the Morning." Then you will answer questions about the passages and write a response in which you analyze both passages.

Read the passage "Hobby Friday." Then answer the questions.

Hobby Friday  
by Beverly J. Letchworth

- 1 Chris looked at the clock again. Only five more minutes before school let out.
- 2 "On Friday," said his Creative Learning teacher, Mrs. Griswell, "be prepared to share your favorite hobby with the class. And please bring samples to show everyone!"
- 3 Chris groaned. No way am I going to talk about my favorite hobby, he thought.
- 4 After school, Chris's friend Nick plopped down beside him

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The characters Chris from "Hobby Friday" and Malia from "Paint the Morning" both feel that other people do not understand them. Think about what would happen if Chris and Malia met each other. Also think about what things the characters would talk about and what things they would do together.

Write a story about what happens when Chris from "Hobby Friday" and Malia from "Paint the Morning" meet.

Use details and examples from **both** passages in your story.

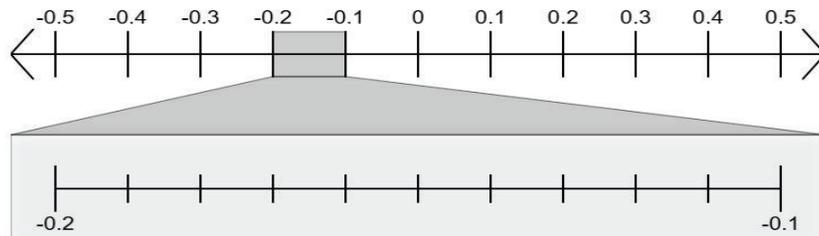
**B I U**

# 6th Grade Mathematics Items



Plot a point on the number line to represent the number  $-0.29$ .

Select a section on the number line to open a closer view. Then plot the point on the closer view of the number line.



The list shows information about the 12 movies being shown at a theater.

- 3 are comedy movies.
- 5 are action movies.
- The rest are adventure movies.

Complete the sentences to show the ratios of different movie types being shown at the theater.

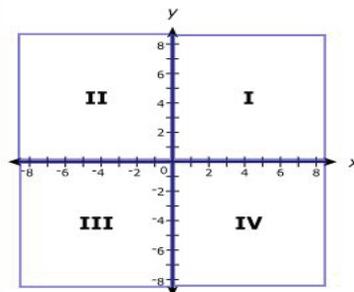
Move a ratio into each box. Each ratio may be used once, more than once, or not at all.

The ratio of comedy movies to action movies is .

The ratio of adventure movies to comedy movies is .

Point  $A$  is located at  $(6, 3)$  in the coordinate plane. Point  $B$  is located 5 units directly below point  $A$ .

Select the quadrant in the coordinate plane that contains point  $B$ .



# Questions

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