MCA INDIVIDUAL STUDENT REPORT (ISR)

QUICK GUIDE

An Individual Student Report (ISR) is generated for every student who participated in a reading, mathematics, or science assessment. It describes an individual student's performance in terms of overall results, performance level, and the Minnesota Academic Standards for each subject. For students who did not participate, the ISR shows why results are not included (e.g., absent or not completed). If a student participated in both MCA and MTAS for different subjects, students receive separate ISRs for each.

Reports By Grade

For high school, separate two-page ISRs include the results for each subject: grade 10 reading, grade 11 mathematics, and high school science.

For grades 3, 4, 6, and 7, a four-page ISR includes the results for reading and mathematics.

For grade 5 and 8, a four-page ISR includes the results for reading, mathematics, and science.

For more information, view sample ISRs, videos, and the **_Interpretive Guide for Minnesota Assessment Reports_** on PearsonAccess Next (PearsonAccess Next > Reporting Resources > Individual Student Reports (ISRs) Resources).

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DEPARTMENT OF EDUCATION
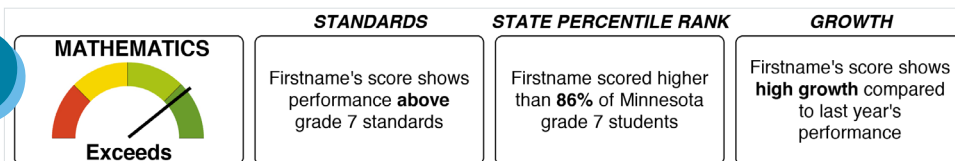
Firstname M. Lastname
SCHOOL NAME
PUBLIC SCHOOL DISTRICT NAME

Spring 2019
Grade 7

These are your student's results from the Minnesota Comprehensive Assessments taken in the spring of 2019.

1. **Student Demographic Information—**Demographic information for the student, including: Student Name, Grade, School, District, Date, and Assessment.
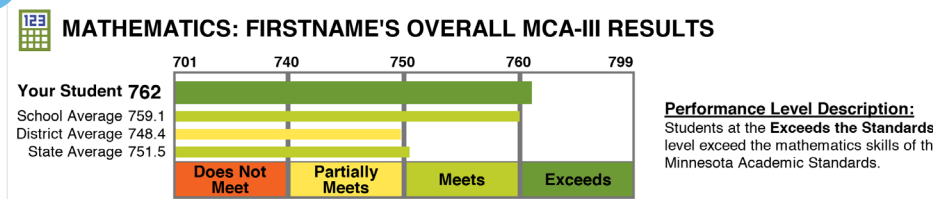
2

2. **Performance Meter—**For each reported subject, the Performance Meter shows the student's overall score as an achievement level, which is the performance level on the ISR. Next to the Performance Meter is a description of how the student performed relative to the Minnesota Academic Standards and how the student performed compared to their peers in the state (State Percentile Rank).

   For grades 4–8 only, performance is also described in relation to the previous year's MCA scores, when available (Growth).

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3. **Overall Results—** For each reported subject, performance is indicated by a student scale score, performance level, and performance level description.

   A scale score represents one of four performance levels for each subject: Exceeds the Standards, Meets the Standards, Partially Meets the Standards, or Does Not Meet the Standards.

   A graph for each subject provides a comparison of the student's performance to the school, district, and state average scale scores.

4. **Performance Details**—Performance details in each subject are compared to state expectations. A downward pointing arrow indicates performance below state expectations; a horizontal double-headed arrow indicates performance at or near state expectations; and an upward pointing arrow indicates performance above state expectations.

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MATHEMATICS: Performance Details

MATHEMATICS AREA	DESCRIPTION	PERFORMANCE
Number and Operation:	May include understanding meanings of numbers and operations; computing fluently and making reasonable estimates.	At or Near Expectations
Algebra:	Demonstrate understanding of models to understand, represent and analyze patterns, relations, and functions.	Above Expectations
Geometry and Measurement:	May include analyzing properties of geometric shapes; understanding the units, systems, and process of measurement.	Above Expectations
Data Analysis and Probability:	May include organizing and displaying data questions; understanding and applying basic concepts of probability.	Above Expectations

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Mathematics *Learning Locator*™(*) 42684   Predicted Quantile®(***) measure: 1275Q and range: 1225Q - 1325Q

PARENT AND STUDENT RESOURCES

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* Use the *Learning Locator*™ code(s) provided for each subject to select resources mapped specifically to your student's test results. At mn.pearsonperspective.com/perspective, use the online learning resources provided to guide your student's learning; return as often as you like and be an active participant in your student's educational progress.

** The Lexile® Framework is a system that helps match readers with literature appropriate for their reading skills. When reading a book within the predicted Lexile range, the reader should comprehend enough of the text to make sense of it, while still being challenged enough to maintain interest and learn. Please visit www.lexile.com for more information about the Lexile Framework.

*** The Quantile Framework is a system that helps match students with materials appropriate for their ability in mathematical skills and concepts. Quantile measures represent a student's ability to apply mathematical skills in areas such as numbers and operations, geometry, and measurement. Please visit www.quantiles.com for more information about the Quantiles Framework.

5. **Learning Locator™ Access Code**—The code provides access to a website featuring customized learning resources. The access code is specific to each student's results.

6. **Lexile® or Quantile® Measure**—Reading and Mathematics MCA ISRs have a predicted Lexile (reading) or Quantile (mathematics) measure of the student's ability. The upper and lower ranges help match students with materials appropriate for their ability in the content area's skills and concepts.

7. **Parent and Student Resources**—Additional information on Learning Locator codes, the Lexile framework, and the Quantile framework.

Reading and Mathematics High School Reports

8. **Career and College Readiness (CCR)**—A CCR Goal Score is included as an indicator that performance is on track to demonstrate career and college readiness on a college entrance exam at the end of grade 11.

Using MCA Scores for Course Placement—Minnesota State Colleges and Universities may use high school Reading and Mathematics MCA scores in determining course enrollment. For more information, view the **Minnesota State Academic Readiness** page (minnstate.edu > System Office Divisions > Academic and Student Affairs > Student Affairs > Academic Readiness).

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Reading Career and College Readiness (CCR)

Your student's score is 1048.

A student whose Reading MCA-III score is at or above 1058 is on track to demonstrate career and college readiness in reading on a college admissions test at the end of grade 11.
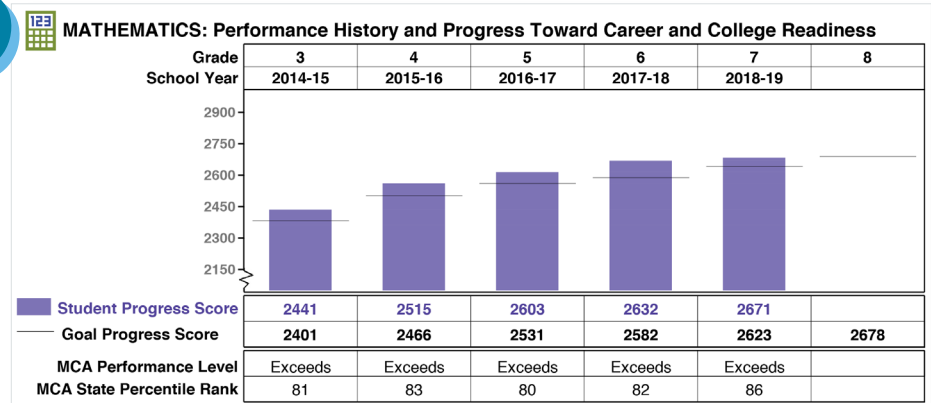
MCA-III Placement Score Ranges for Minnesota State Colleges and Universities

Intended Course of Enrollment (or equivalent)	Enrollment in Developmental Course Unless Additional Information Indicates Otherwise	Need More Information on Readiness	Enrollment in College Level Course
Reading intensive or equivalent course	MCA-III score below 1042	1042 to 1046	1047 or above

Retain this score report for use if completing the admissions process at a Minnesota State college or university. For more information please contact Minnesota State colleges and universities or your student's school.

Grades 3–8 Multi-Subject Reports

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MATHEMATICS: Performance History and Progress Toward Career and College Readiness

Grade	3	4	5	6	7	8
School Year	2014-15	2015-16	2016-17	2017-18	2018-19	

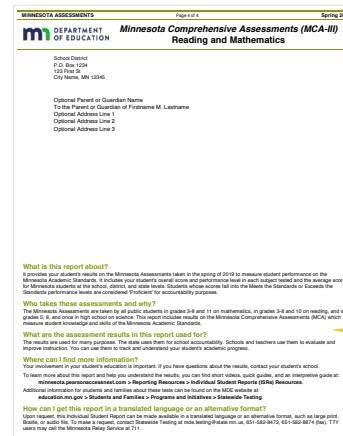|	3	4	5	6	7	8
Student Progress Score	2441	2515	2603	2632	2671	
Goal Progress Score	2401	2466	2531	2582	2623	2678
MCA Performance Level	Exceeds	Exceeds	Exceeds	Exceeds	Exceeds	
MCA State Percentile Rank	81	83	80	82	86	

9. **Performance History and Progress Toward Career and College Readiness**—At each grade for reading and mathematics, Goal Progress Scores are indicators that performance in each subject is on track to demonstrate career and college readiness on a college entrance exam by the end of grade 11.

Grades 3–8 include a graph of a student's progress from grade to grade. Student scores are converted to a Student Progress Score that translates across grade levels. The Student Progress Score is compared to Goal Progress Scores at each grade for which testing data are available. Progress scores are not reported for science.

- A Student Progress Score at or above the Goal Progress Score is expected to be on track to meet grade-level expectations in the next grade's coursework.

- A Student Progress Score below or near the Goal Progress Score may not be on track to meet grade-level expectations in the next grade's coursework and additional instruction may help.

The last page of the ISR includes FAQs and information on where to find additional resources.