



OFFICE OF THE STATE
SUPERINTENDENT OF EDUCATION



Dear Parent or Guardian,

In spring 2024, your child participated in the District of Columbia’s new statewide assessment system, DC Comprehensive Assessments of Progress in Education (DC CAPE). DC CAPE includes DC English language arts (ELA), DC Math, and DC Science, replacing the District’s former Partnership for Assessment of Readiness for College and Careers (PARCC) assessments. Although the name is new, this year’s assessments provided your child a very familiar test-taking experience, and the results from these assessments are comparable to those from previous years. DC CAPE continues to measure the knowledge and skills that matter most for students – competencies like writing, problem-solving, and other fundamental skills that lead to confidence and success in ELA, mathematics, and science.

We know that assessment scores do not tell your child’s entire academic story. The results are one of several measures – including report card grades, classroom performance, and teacher feedback – that together create the full picture of your child’s progress in school. Within that picture, annual assessments are designed to help you and your child’s teachers better understand the progress your child has made on the state content standards for ELA, math, and/or science during the past year. Assessments also help the Office of the State Superintendent of Education (OSSE), the state education agency for the District of Columbia, to better understand what resources schools need to support all learners.

You will receive a score report from your child’s school for each assessment your child completed. This guide will walk you through the important takeaways from your child’s score report and provide you with resources to help your child improve in the coming year. If you haven’t received your child’s score report(s) by November, please contact the school that your child attended in the 2023-24 school year and request a copy. Your child’s score on the ELA, math, and/or science assessment is broken down to reflect areas in which they are doing well or need more support. Your child’s teachers can use this information to provide additional support or more challenging work when needed. You can also use this information to focus learning time at home.

Ultimately, OSSE’s goal is to ensure that students are prepared to be successful in school and pursue their dreams and aspirations. We are leveraging all available resources while holding ourselves and our schools accountable to ensure the best for our students. If you have general questions or want more information about the DC CAPE assessments, please visit osse.dc.gov/dccape or have a discussion with your child’s teachers. You can also use the resources included in this guide.

At OSSE, we know that all students can learn and achieve at high levels. We appreciate the opportunity to partner with you to help your child succeed.

Thank you,

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A handwritten signature in black ink, reading 'Arminette J. Mitchell', is located at the bottom left of the page.

BREAKING DOWN THE SCORE REPORT: FRONT

This guide will walk you through the most important takeaways you can learn from your child's score report. It also provides you with helpful resources to help your child improve their performance in the coming year.

The screenshot shows the front page of a DC CAPE Mathematics Assessment Report for John Smith, Grade 8, ID: 1112224489, from PV District 1, PV School 3, in Spring 2024-2025. The report title is 'Mathematics Assessment Report'. A QR code is present for accessing a personalized video. A table shows the performance level as Level 1, with a score of 650. A horizontal bar chart shows the score of 650 falling into the Level 1 range (0-699). A legend defines the performance levels: Level 1 (Did Not Yet Meet Expectations), Level 2 (Partially Met Expectations), Level 3 (Approached Expectations), Level 4 (Met Expectations), and Level 5 (Exceeded Expectations). Below the chart, there are sections for 'Questions For John's Teacher' and 'Resources For You and Your Student'. The page is labeled 'Page 1 of 2'.

1 This report shows how John performed on the DC CAPE mathematics assessment, what their strengths and areas of improvement are, and how their score compared to the scores of other students. To view a personalized video about John's results and to learn more about the assessment, use the QR code.

2 How Did John Perform Overall?

Performance Level:	What Does This Mean?
Level 1	John did not yet meet expectations for Grade 8 Mathematics learning standards

650

0 699 724 749 809 850

Level 1: Did Not Yet Meet Expectations
Level 2: Partially Met Expectations
Level 3: Approached Expectations
Level 4: Met Expectations
Level 5: Exceeded Expectations

3 Where To Find More Information

Questions For John's Teacher	Resources For You and Your Student
<ul style="list-style-type: none">• What is John learning in math this year?• How is John doing?• How can I use this information to work with John this year?• What resources should I use to support John?	<ul style="list-style-type: none">• How John's school and other schools scored: schoolreportcard.dc.gov• How the test is designed and what it measures: OSSE.dc.gov/dccape• Practice tests and assessment resources: dc.mypearsonsupport.com

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1) Description of Assessment

At the top of the report is a brief description of the assessment. You may scan the square shaped QR code using a smartphone camera to access Family Portal to view assessment results and resources to support your child's learning journey.

2) How did your child perform overall?

Your child's score falls into one of five performance levels. The performance levels identify if your child has met the expectations for the grade level. A score in Level 4 or 5 means your child has met or exceeded expectations in the subject. It also means they are on track for the next grade level. Students scoring below a Level 4 may still be developing grade-level skills and knowledge.


3) What's next?

The information in the score report is designed to both measure student performance and provide guidance for skill building. This section provides a few questions you can ask your child's teacher about their performance. It also shares where you can find more information.

BREAKING DOWN THE SCORE REPORT: BACK

4) How well did your child learn specific knowledge and skills?

For each of the related skills listed here, there is information that shows how your child performed comparable to students who met or exceeded expectations, approached expectations or partially met expectations. Use this section to understand in which skills your child could use more support.



John Smith
ID: 1112224489 Grade 8
PV District 1
PV School 3

DC MATH Mathematics Assessment Report Spring 2024-2025

4 How Did John Perform on Key Areas of the Assessment?

What are Subclaims?
Subclaims are groupings of related skills that help show how well John understands specific concepts. Work with John's teacher to identify where they excel and where they might need some extra support.

Subclaim	John's Performance
Major Content Radicals/exponents, functions, Pythagorean Theorem	Below gradelevel expectations Nearly meets gradelevel expectations Meets/exceeds grade level expectations
Additional & Supporting Content Irrational numbers, volume, scatter plots	Below gradelevel expectations Nearly meets gradelevel expectations Meets/exceeds grade level expectations
Expressing Mathematical Reasoning Justify solutions and analyze/correct others' reasoning	Below gradelevel expectations Nearly meets gradelevel expectations Meets/exceeds grade level expectations
Modeling & Application Represent and solve problems using symbols and tools	Below gradelevel expectations Nearly meets gradelevel expectations Meets/exceeds grade level expectations

5 How Did John's Performance Compare?

The graph below shows how well John performed compared to other students who took the same assessment in their school, LEA and in DC. The numbers in the graph are percentages.

Comparison Group	Percentage
John scored better than 30% of students at PV School 3 who took the Grade 8 Math Test.	30
John scored better than 50% of students at PV District 1 who took the Grade 8 Math Test.	50
John scored better than 45% of students who took the Grade 8 Math Test.	45

Page 2 of 2

5) How did your child perform compared to other students?

This report shows how your child's performance relates to their peers at the school level, the local education agency level, and within the District.

RESOURCES AND SUPPORT

Below are several useful resources to help your child grow in ELA and mathematics, as well as useful tips for discussing the scores with your child and with your child's teacher.

Want to learn more about DC CAPE scores or the assessments?

Visit the following websites for more information on the DC CAPE assessments and the Common Core State Standards:

- [OSSE.dc.gov/dccape](https://osse.dc.gov/dccape) for information on the assessments, results and resources.
- [OSSE.dc.gov/dccape](https://osse.dc.gov/dccape) for information on how your student's school and other schools in DC performed.
- [OSSE.dc.gov/dccape](https://osse.dc.gov/dccape) for information on the assessments and resources for parents and students.
- DC.mypearsonsupport.com/practice-tests/ offers practice tests and sample questions for students from grades 3 through 11.
- TheCoreStandards.org to learn more about the Common Core State Standards.

Now that you have your child's test results, what's next?

The information in the score report is designed to both measure student performance and provide guidance for skill building. This section provides a few questions you can ask your child's teacher about their performance. It also shares where you can find more information.

- GreatSchools.org features content and grade-specific videos so you can conduct Lessons and exercises with your child at home.
- BeALearningHero.org has a wealth of resources for parents.

Interested in talking to your child about their score?

Caregivers are the experts on talking to their children. Below are a few helpful things to remember when talking about your child's test score:

- Test scores are only one measure of performance.
- Focus on strengths.
- Discuss strategies for addressing areas of growth (e.g., online practice, working with a teacher).

Interested in talking to your child's teacher about their score?

Below are a few questions that can help guide a conversation with your child's teacher:

- What are my child's learning goals in math this year? In reading?
- How is my child performing in math class? In English language arts?
- What extra support in school and at home does my child need to meet these goals?
- Based on your observations, what does my child do well? What are some areas of growth for my child?