



Dear Parent or Guardian,

In spring 2019, your child took the statewide assessments in English language arts/literacy (ELA) and/or mathematics.

For the fifth year in a row in DC, our annual assessments have measured the knowledge and skills that matter most for students – skills like writing, problem-solving, and other fundamental skills that lead to confidence and success in ELA and mathematics.

You will receive a score report from your child’s school for each assessment that your child completed. This guide will walk you through the important takeaways you can learn from your child’s score report and provides you with resources to help your child improve in the coming year. If you haven’t received your child’s score reports, please contact the school that your child attended in the 2018-19 school year to ask them for a copy.

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 and math during the past year.

Your child’s score on the ELA and math assessments is broken down to reflect areas in which they are doing well or need more support. Next year, 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, our goal is to ensure that students are prepared to be successful in school and pursue their dreams and aspirations. If you have general questions or want more information about the assessments, please visit our website at [osse.dc.gov/parcc](http://osse.dc.gov/parcc) or have a discussion with your child’s teacher. You can also use the resources on page 4 of this guide.

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

Thank you,

Hanseul Kang  
DC State Superintendent of Education

# 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 his or her performance in the coming year.

## Mathematics

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**Joseph Testtaker**  
Anywhere PCS

**3rd Grade Assessment Results**

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### About This Assessment

Joseph took the Multi-State Alternate Assessment (MSAA) in Mathematics in Spring 2019. MSAA is designed to assess students with significant cognitive disabilities. It measures academic content aligned to and derived from DC's content standards. The purpose of MSAA is to ensure that students with significant cognitive disabilities achieve increasingly higher academic outcomes and leave high school ready for post-secondary options.

MSAA results are one of several ways to understand Joseph's performance on academic content and skills. These results should be used with Joseph's Individualized Education Program (IEP) progress reports, student work, diagnostic assessments, and teacher feedback in order to provide a complete picture of Joseph's progress.

If you have questions about this report, please talk to Joseph's teacher or principal or contact **Anywhere PCS** at (202) 719-0271. If you have questions about the MSAA test, please contact OSSE at (202) 719-6500.

### How Can You Use This Report?

This report will help you answer questions about the development of Joseph's skills:

- How did Joseph score?
- What are Joseph's strengths and weaknesses in this subject?
- How did Joseph's score compare to that of other students?

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### How Did Joseph Perform on This Math Assessment?

This section shows your student's overall score on the assessment. This overall score determines which performance level your student is in.

Performance Level

**Level 3**

Score

**1242**

Students who scored in Level 3  
can complete tasks of  
**moderate complexity.**

- Level 1 Did Not Yet Meet Expectations
- Level 2 Partially Met Expectations
- Level 3 Met Expectations\*
- Level 4 Exceeded Expectations\*

\*Levels 3 & 4 indicate being on track to leave high school ready for post-secondary options

### Want to Know More?

Turn to the next page to learn about how Joseph performed on key areas of the assessment and how Joseph's results compare to those of other students.

**1) Description of assessment**  
At the top of the report is a brief description of the assessment. At the bottom of this paragraph is contact information should you have any questions about this report.

**2**

## 2) How did your child perform overall?

Your child's score falls into one of five performance levels. The performance levels identify where your child's score falls and 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 he or she is on track for the next grade level and to leave high school college and career ready. Students scoring below a Level 4 may still be developing grade-level skills and knowledge.

# BREAKING DOWN THE SCORE REPORT: BACK

## 3) How well did your student learn specific knowledge and skills?

Students receive more detailed information in several areas about their strengths and where they might need additional support. While numerical scores are not given for each component, the report shows whether your student met or exceeded expectations, nearly met expectations, or were below expectations for each key part of the assessment listed in this section.

### Grade 7 Math Details

Performance Level  
**Level 4**

#### How Did Scott Perform in Key Parts of the Assessment?

Students who performed at Level 4 overall on this assessment met learning expectations and are likely prepared for the next grade or course. This section shows if your child performed about the same as students who met or exceeded expectations, approached expectations, or did not yet meet or partially met expectations for each key part of the assessment.

Major Content	Additional & Supporting Content	Expressing Mathematical Reasoning	Modeling & Application
<b>Meets or Exceeds</b> Radicals/exponents, functions, Pythagorean Theorem	<b>Below</b> Irrational numbers, volume, scatter plots	<b>Nearly Meets</b> Justify solutions and analyze/correct others' reasoning	<b>Meets or Exceeds</b> Represent and solve problems using symbols and tools

✓ Meets or Exceeds Expectations    • Nearly Meets Expectations    — Below Expectations

#### How Did Scott's Performance Compare?

Scott scored better than **60%** of students in Anywhere MS who took the Grade 7 Math test.

Scott scored better than **50%** of students in DCPS who took the Grade 7 Math test.

Scott scored better than **70%** of students in DC who took the Grade 7 Math test.

By comparison, on last year's Grade 6 Math test, Scott scored better than **65%** of students in DC.

#### What Is Next?

Bring this report to your next conference with your student's teacher. You can ask Scott's teachers:

- What is Scott learning in math this year?
- How is Scott doing?
- How can I use this information to work with Scott this year?
- What resources should I use to support Scott?

Where can you find more information?

- How Scott's school and other schools scored: Visit [Results.OSSE.DC.gov](https://www.results.osse.dc.gov) or call DCPS (202) 442-5885
- How the test is designed and what it measures: Visit [parcc-assessment.org](https://www.parcc-assessment.org) or call OSSE (202) 719-6500
- How do families, educators, and schools use these reports: Visit [OSSE.DC.gov/parcc](https://www.osse.dc.gov/parcc) or call OSSE (202) 719-6500

## 4) How did he or she perform compared to other students?

This report shows how your student's performance relates to his or her peers at the school level, the local education agency level, and across the District. Additionally, the report shows how your child's score last year compared to students taking the test across DC.

## 5) What's next?

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

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## RESOURCES AND SUPPORT

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

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### Want to learn more about DC's PARCC Scores or the PARCC assessment?

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

- [OSSE.dc.gov/parcc](https://OSSE.dc.gov/parcc) for DC-specific information on the score reports, PARCC assessments and the Common Core State Standards.
- [Results.OSSE.dc.gov](https://Results.OSSE.dc.gov) for information on how your student's school and other schools in DC performed.
- [PARCConline.org](https://PARCConline.org) for information on the assessments and resources for parents and students.
- [CoreStandards.org](https://CoreStandards.org) to learn more about the Common Core State Standards.

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

There are a number of resources available that will help you use these assessments to help your child improve academically:

- [GreatSchools.org](https://GreatSchools.org) features content and grade-specific videos so you can conduct lessons and exercises with your child at home.
- [BeALearningHero.org](https://BeALearningHero.org) has a wealth of resources for parents, including the Skills Builder page and Learning Tools page, which customize resources for DC based on grade, subject and content area.
- [PARCC.Pearson.com/practice-tests/](https://PARCC.Pearson.com/practice-tests/) also offers practice tests and sample questions for students from grades 3 through 11.

### Interested in talking to your child about his or her score?

Parents 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 his or her 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?