

QUICK GUIDE

An Individual Student Report (ISR) is generated for every student participating in the assessment and for students who did not participate showing why results are not included (absent, test invalidated, medical excuse, not attempted, not completed, not enrolled, parent refusal, wrong grade, and no test data available). The ISR for a participating student describes an individual student's performance in terms of overall results, performance level, and Minnesota Academic Standards for each subject.

For grades 3–8, multi-subject ISRs for MCA are generated. Reports for students who did not participate in all the assessments will indicate the reason, or that no test is available.

High School Reports

At the high school level, an ISR for each subject/grade combination is generated: Grade 10 Reading, Grade 11 Mathematics, and high school Science. Students may take Science in any grade (9–12) depending on coursework completion. ISRs are also generated for non-participation reasons.



For more information on ISRs, refer to the *Interpretive Guide for Minnesota Assessment Reports*, available on the Individual Student Reports (ISRs) Resources page under Reporting Resources on PearsonAccess Next.

1

Firstname M. Lastname
SCHOOL NAME
PUBLIC SCHOOL DISTRICT NAME

Spring 2016
Grade 8

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

2

These are your student's results from the Minnesota Comprehensive Assessments taken in the spring of 2016.

READING	STANDARDS	STATE PERCENTILE RANK	GROWTH
<p>Partially Meets</p>	<p>Firstname's score shows performance slightly below grade 8 standards</p>	<p>Firstname scored higher than 47% of Minnesota grade 8 students</p>	<p>Firstname's score shows average growth compared to his performance last year</p>

- 2. Performance Meter**—For each reported subject, the Performance Meter graphically indicates 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 the student's score in relation to what MCA students at each performance level are expected to know of the Minnesota Academic Standards (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).

3

READING: FIRSTNAME'S OVERALL MCA-III RESULTS

	801	840	850	867	899	
<p>Your Student 848 School Average 867.5 District Average 856.3 State Average 850.6</p>						<p>Performance Level Description: Students at the Partially Meets the Standards level demonstrate skills of the Minnesota Academic Standards with limited consistency and accuracy, and they interact best with texts of basic to grade-level complexity.</p>
	<div style="display: flex; justify-content: space-between; font-size: 0.8em;"> Does Not Meet Partially Meets Meets Exceeds </div>					

- 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.

Graph(s) provide a comparison of the student's performance to the school, district, and state average scale scores.

4. **Performance Details**—Performance on content areas within each subject is 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.

4

READING: Performance Details

READING AREA	DESCRIPTION	PERFORMANCE
Literature:	Use strategies to analyze, interpret, and evaluate fiction (such as short stories, fables, poetry, and drama).	↓ Below Expectations
Informational Text:	Use strategies to analyze, interpret, and evaluate nonfiction (such as expository and persuasive text, and drama).	↔ At or Near Expectations

5

Reading **Learning Locator™**(*) 645751 Predicted Lexile®(**) measure: **835L** and range: **735L - 940L**

6

PARENT AND STUDENT RESOURCES

* 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.

7

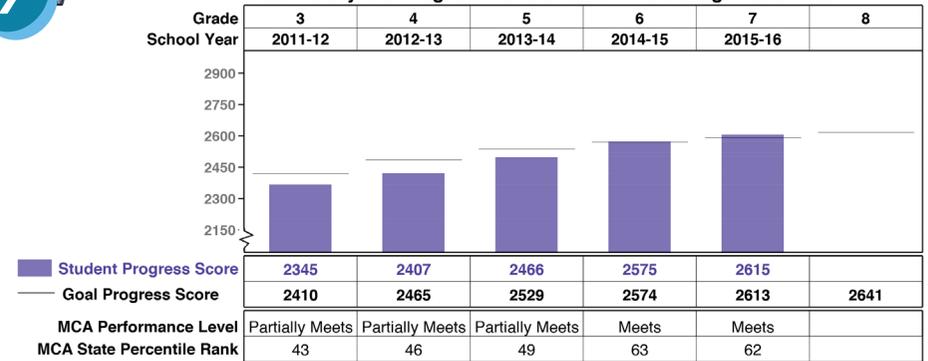
The Lexile® Framework is a system that helps match readers with literature appropriate for their reading skills. When reading a book within the predicted Lexile range, the reader should comprehend enough of the text to make sense of it, while still being challenged enough to maintain interest and learn.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

5. **Learning Locator™ Access Code**—The access code is unique for each student and subject. The code provides access to a website featuring customized learning resources.
6. **Lexile® Measure**—The predicted Lexile measure of the student's reading ability, and the upper and lower range that helps match the student with literature appropriate for his or her reading skills. Available for Reading MCA only.
7. **Parent and Student Resources**—Additional information on Learning Locator codes and the Lexile framework is provided. Lexile information available for Reading MCA only.

Grades 3–8 Multi-Subject Reports

9

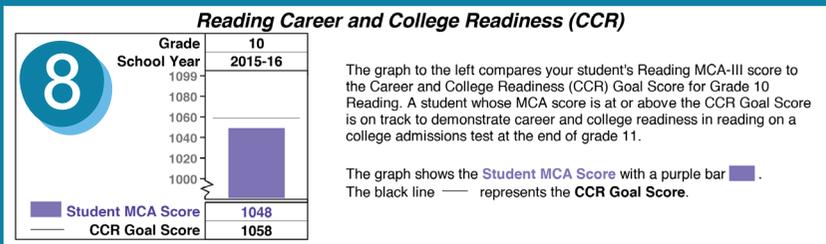
READING: Performance History and Progress Toward Career and College Readiness



9. **Performance History and Progress Toward Career and College Readiness**—Grades 3-8 for Reading and Mathematics include a graphical representation 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. 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. Historical and current test score information provided include student progress scores, Goal Progress Scores, performance levels, and state percentile rank. Progress scores are not reported for Science.

8. High School Reports

Career and College Readiness (CCR)—For high school Reading and Mathematics, a graphical representation of a student's MCA scale score as a "progress" score compared to the CCR Goal Score. The CCR Goal Score for each subject/grade is an indicator that performance is on track to demonstrate career and college readiness on a college entrance exam at the end of grade 11. Student scores below the CCR Goal Score may indicate performance is not on track to meet career and college readiness. CCR Goal Scores are not reported for Science.



The graph to the left compares your student's Reading MCA-III score to the Career and College Readiness (CCR) Goal Score for Grade 10 Reading. A student whose MCA score is at or above the CCR Goal Score is on track to demonstrate career and college readiness in reading on a college admissions test at the end of grade 11.

The graph shows the Student MCA Score with a purple bar. The black line represents the CCR Goal Score.



The last page of the ISR includes FAQs, the school district's address, and may include the student's address.

Scanning the Quick Response code in the lower right corner with a smart phone, tablet, or other device with code scanning capabilities will automatically direct the device to the Individual Student Reports (ISRs) Resources page under Reporting Resources on PearsonAccess Next.