MISSISSIPPI DEPARTMENT OF EDUCATION
Ensuring a bright future for every child

MISSISSIPPI ASSESSMENT PROGRAM (MAP)
GRADE 5 - MATH STUDENT REPORT

[redacted]

PL2
(549)

Low Score: 505 High Score: 599

Name:
Birth Date:
Grade:
Test Date:
District:
School:

Dear Family,

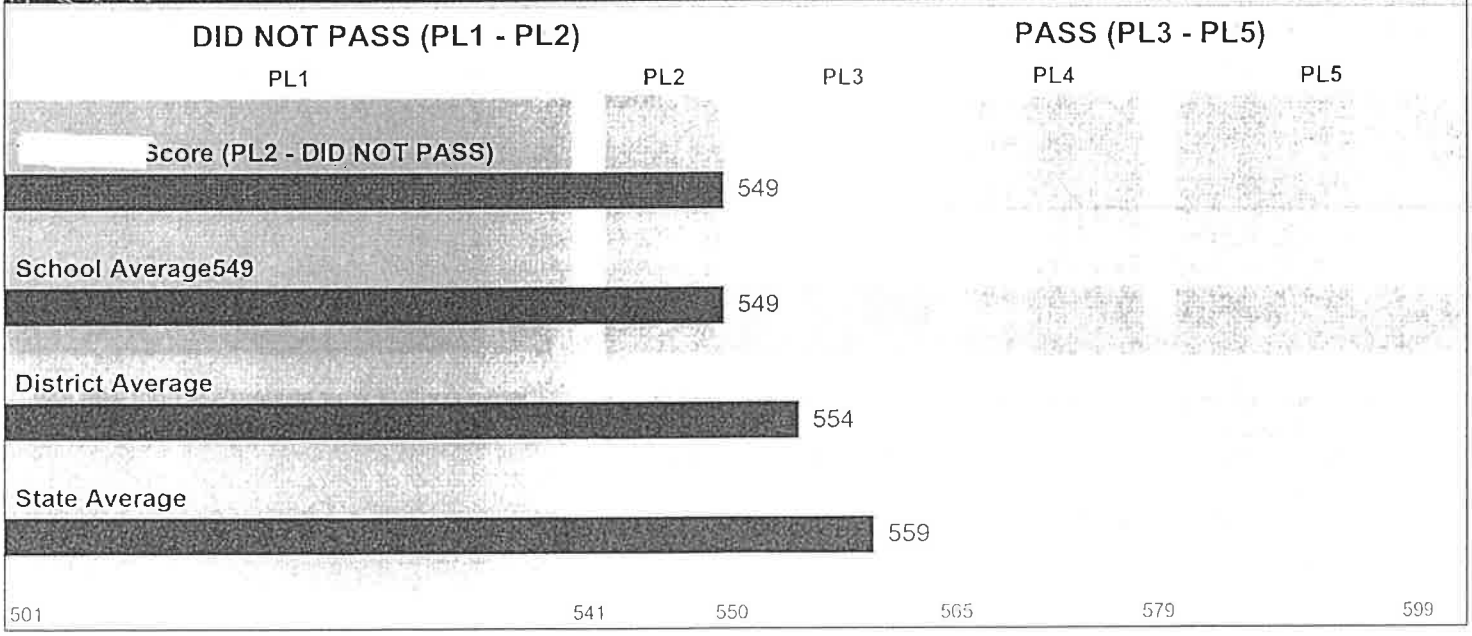
This report shows and explains performance on the Mississippi Assessment Program (MAP). If you have questions about this report's contents, your best resource is your local school or district.

These results are used by , teacher, school, and school district in planning coursework. We encourage you to review these results with and teacher.

Carey M. Wright

Dr.Carey M. Wright
State Superintendent of Education

Math Score Comparison



What do Performance Levels (PL) mean?

PL5: Represents performance beyond what is required to be successful in the grade or content area.

PL4: Represents solid academic performance and mastery of the knowledge and skills required for success in the grade or content area.

PL3: Represents general mastery of the knowledge and skills required in the grade or content area.

PL2: Represents approaching mastery of the knowledge and skills in the grade or content area and may experience difficulty in the next grade.

PL1: Represents limited mastery of the knowledge and skills in the grade or content area and may experience difficulty in the next grade.

Questar

Math Raw Score by Section

Name of Section	Points Correct	Points Possible	Percent Correct
Geometry	3	6	50%
Measurement and Data	2	12	17%
Numbers and Operations in Base Ten	9	18	50%
Numbers and Operations - Fractions	2	14	14%
Operations and Algebraic Thinking	2	7	29%
Total Raw Score	**18**	**57**	**32%**

For more information about the scores above, please go to www.mde.k12.ms.us/ese

Strength

- Perform operations with multi-digit whole numbers and with decimals to hundredths.
- Understand the place value system.

Areas of Improvement

- Apply and extend previous understandings of multiplication and division to multiply and divide fractions.
- Use equivalent fractions as a strategy to add and subtract fractions.

What's Next?

- Talk with school about this report and possible areas for improvement.
- Attend parent/teacher conferences and other important meetings and participate in parent/teacher organizations.
- Stay in touch with school throughout the year regarding progress and performance. Ask the school the following questions:
  - What instructional materials are used for Math?
  - How can I get more involved in Math education?
  - What are the homework expectations and how can I help?
  - What online resources are available?

Questions?

Please contact your student's school with any questions or concerns.

Questar

MISSISSIPPI DEPARTMENT OF EDUCATION
Ensuring a bright future for every child

MISSISSIPPI ASSESSMENT PROGRAM (MAP)
GRADE 5 - ELA STUDENT REPORT

[redacted]

PL2
(546)

Low Score: 501 | High Score: 599

Name:
Birth Date:
Grade:
Test Date:
District:
School:

Dear Family,

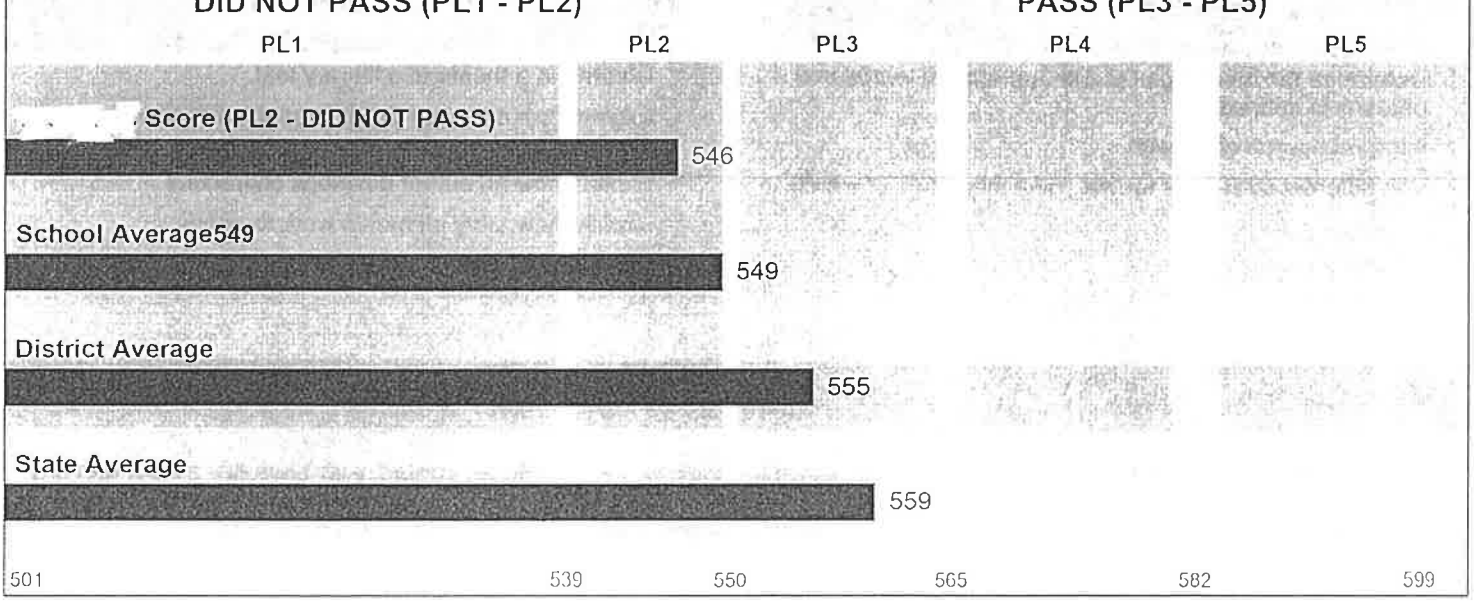
This report shows and explains performance on the Mississippi Assessment Program (MAP). If you have questions about this report's contents, your best resource is your local school or district.

These results are used by teacher, school, and school district in planning coursework. We encourage you to review these results with and teacher.

Carey Wright

Dr.Carey M. Wright
State Superintendent of Education

ELA Score Comparison



What do Performance Levels (PL) mean?

PL5: Represents performance beyond what is required to be successful in the grade or content area.

PL4: Represents solid academic performance and mastery of the knowledge and skills required for success in the grade or content area.

PL3: Represents general mastery of the knowledge and skills required in the grade or content area.

PL2: Represents approaching mastery of the knowledge and skills in the grade or content area and may experience difficulty in the next grade.

PL1: Represents limited mastery of the knowledge and skills in the grade or content area and may experience difficulty in the next grade.

Questar

ELA Raw Score by Section

Name of Section	Points Correct	Points Possible	Percent Correct
Reading Informational Text	10	20	50%
Reading Literature	8	20	40%
Language	5	8	63%
Writing-Development of Ideas	2	4	50%
Writing-Grammar and Usage	1	2	50%
Writing-Mechanics	2	2	100%
Writing-Organization	1	4	25%
Total Raw Score	29	60	48%

For more information about the scores above, please go to www.mde.k12.ms.us/ese

Strength

- Determine the meaning of grade-appropriate words and phrases in context.
- Interpret figures of speech.
- Use different strategies to determine meanings of words.

Areas of Improvement

- Determine a theme of a literary text.
- Explain how a literary text is organized to create meaning.
- Explain how an author develops characters.
- Explain how story elements work together.
- Provide evidence from the text to support ideas.

What's Next?

- Talk with school about this report and possible areas for improvement.
- Attend parent/teacher conferences and other important meetings and participate in parent/teacher organizations.
- Stay in touch with school throughout the year regarding progress and performance. Ask the school the following questions:
  - What instructional materials are used for ELA?
  - How can I get more involved in ELA education?
  - What are the homework expectations and how can I help?
  - What online resources are available?

Questions?

Please contact your student's school with any questions or concerns.

STUDENT REPORT

For the family of [redacted]

Grade: 5

Administration: [redacted]

Class Name: [redacted]

School Name: [redacted]

District Name: [redacted]

Code: [redacted]

[redacted], Grade 5 Science Performance

MISSISSIPPI DEPARTMENT OF EDUCATION

Ensuring a bright future for every child

This report provides specific information about your student's performance on the Mississippi Science Test, Second Edition (MST2). Students are tested throughout our state to ensure that they meet the standards. These tests provide information for you to make informed decisions about your student's education. To learn more about his or her performance in school, talk to your student's teacher. Your student's success in school depends on your ongoing involvement.

			MINIMAL	BASIC	PROFICIENT	ADVANCED
			SS. 110 - 139	SS. 140 - 149	SS. 150 - 159	SS. 160 - 190
	Your Score	Your Score			156	
SCIENCE	156	School			150	
		District			149	
	Proficient	State			153	

overall performance on the Mississippi Science Test, Second Edition (MST2) assessment is shown above. The scaled score is defined by the total number of questions answered correctly. The graph also compares your student's score to other students at the same grade level within his or her school, district, and state.

The student's score is represented by a solid diamond. On another day or with a different set of questions, the student might obtain a slightly different score but still obtain a score within the range represented by the horizontal bar. The horizontal bar across the diamond represents where the student's true score should be about two-thirds of the time (standard error of measurement). Any bar crossing performance levels represents equal scale score points even if the length of the bar on either side of the diamond differs.

Performance by Competency

Competency	Number Possible	Number Correct	Percent Correct	0 25 50 75 100
Inquiry	7	3	42.9%	
Physical Science	14	9	64.3%	
Life Science	10	7	70.0%	
Earth and Space Science	14	10	71.4%	

The chart above displays the results for each individual Competency within the MST2. The Number Possible, Number Correct, Percent Correct, and Graph of Percent Correct are displayed for each competency.

Additional Resources and Information

For information regarding the MS Science Test Performance Level Descriptors, visit www.mdek12.org/OSA/MST2.

Performance Level is Proficient (Scale Score = 156)

The Performance Level Descriptors listed below correspond with the student's current performance level, as well as the next highest performance level.

Advanced (Scale Score 160-190)

For each Competency below, students performing at the advanced level should be able to perform the skills listed.

Inquiry - Design a fair scientific investigation including analyzing the data, forming conclusions, manipulating variables and using experimental controls. Justify a conclusion based upon data. Justify that data are significant.
Physical Science - Predict how an object will act and interact based on its properties. Predict the motion of an object based on position, direction of motion, and speed. Evaluate a marketable application of conductors and/or insulators.
Life Science - Predict how structural or behavioral adaptations of an organism will allow that organisms to continue living in a changing environment. Predict how possible changes in the food web or environment will affect the flow of energy.
Earth and Space Science - Explain how constructive processes combine with destructive processes to create certain land features. Predict weather based on the season and collected data. Critique ways to conserve natural resources. Compare the movement patterns of the moon around the Earth to the movement pattern of the Earth around the sun over a specific time period.

Proficient (Scale Score 150-159)

For each Competency below, students performing at the proficient level should be able to perform the skills listed.

Inquiry - Form a hypothesis and predict outcomes, based upon a fair investigation that includes manipulating variables and using experimental controls. Distinguish between observations and inferences. Use precise measurement (e.g. "to the nearest millimeter") in conjunction with simple tools and technology to perform tests and collect data. Organize and interpret data tables and graphs to construct explanations and draw conclusions. Use drawings, tables, graphs, and written and oral language to describe objects and explain ideas and actions. Make and compare different proposals when designing a solution or product. Evaluate whether data results are significant or insignificant. Infer and describe alternate explanations and predictions.
Physical Science - Determine how the properties of an object affect how it acts and interacts. Differentiate between elements, compounds, and mixtures and between chemical and physical changes. Investigate the motion of an object in terms of its position, direction of motion, and speed. Categorize examples of potential energy as gravitational, elastic, chemical. Differentiate between the properties of light as reflection, refraction, and absorption. Describe physical properties of matter including mixtures and solutions. Categorize materials as conductors or insulators and discuss their real life applications.
Life Science - Compare and contrast the diversity of organisms due to adaptations to show how organisms have evolved as a result of environmental changes. Research and classify the organization of living things. Research and cite evidence of the work of scientists as it contributed to the discovery and prevention of disease. Distinguish between asexual and sexual reproduction. Give examples of how consumers and producers are related in food chains and food webs.
Earth and Space Science - Categorize Earth's materials. Explain how surface features caused by constructive processes differ from destructive processes. Summarize how weather changes. Describe changes caused by humans on the environment and natural resources and cite evidence from research of ways to conserve natural resources in the United States, including Mississippi. Predict the movement patterns of the sun, moon, and Earth over a specified time period. Compare and contrast the physical characteristics of the planets. Conclude that the supply of many Earth resources is limited and critique a plan to extend the use of Earth's resources.

Where to find more information

For more information regarding the MS Science Test, blueprints, and practice tests, visit www.mdek12.org/OSA/MST2.