

## Tips for Parents

Studies show that parents who are active in their child's learning have long-term positive effects on student performance. Parents who are involved throughout the academic year are better able to offer help during testing. The home environment plays an important role in a child's academic progress. The home environment must contribute to the learning process and offer opportunities for positive feedback. Below are some tips to assist parents with preparing their children for better academic performance.

- ✓ Read with and in front of your child.
- ✓ Provide a variety of books and magazines to expand your child's vocabulary.
- ✓ Maintain open communication with your child's teacher to monitor his/her progress.
- ✓ Reinforce school and classroom rules at home, check homework, and know what is expected of your child.
- ✓ Encourage your child to participate in classroom activities and to work to his/her potential at all times.
- ✓ Make sure your child gets adequate sleep and eats a nutritious meal before taking a test.
- ✓ Check with your child's teacher regarding effective testing strategies to help performance on tests.
- ✓ Emphasize to your child that "cramming" is not a good study habit. Success on standardized tests cannot be accomplished overnight; studying is a continuous process that must be nurtured and developed over time.



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# MISSISSIPPI

## CURRICULUM TEST, SECOND EDITION

# MCT2



2007-08

*"Quality Education for Every Child"*

## INTRODUCTION

The Mississippi Curriculum Test, Second Edition, (MCT2) is a measure of student achievement in Language Arts and Mathematics in grades 3-8 based on the *2006 Mississippi Language Arts Framework - Revised* and *2007 Mississippi Mathematics Framework - Revised*. In addition to being the basis for state accountability in these grades, the MCT2 is designed to meet the federal testing requirements of the *No Child Left Behind Act (NCLB), 2001*.

The MCT2 will contain test questions of varying degrees of difficulty that are aligned to the content, skills, and processes represented by Mississippi's academic content standards as specified in the state curriculum frameworks and the academic performance level descriptors.

The MCT2 field test administration was conducted May 7 - 22, 2007. Students in grades 3-8 participated in the field test; however, students took only the reading/language arts or the mathematics test, not both. The results of the field test were used to assess only the validity of the items, not to measure student performance.

The MCT2 will be administered annually with the first test administration May 13 - 14, 2008. Language Arts will be administered on day one and Mathematics on day two. The results of the first administration will be reported for federal and state accountability purposes in August 2008.

For information regarding the MCT2  
<http://www.mde.k12.ms.us/acad/osa/mct2/>

For information regarding the item specifications  
<http://www.mde.k12.ms.us/acad/osa/itemspecs/>

For information regarding the performance level descriptors  
<http://www.mde.k12.ms.us/acad/osa/pld/>

## ABOUT THE TESTS

The **Language Arts MCT2** measures a student's knowledge of grade-level curriculum as specified in the *2006 MS Language Arts Curriculum Framework - Revised*. The following competencies are measured by the Mississippi Curriculum Test, Second Edition:

- The student will use word recognition and vocabulary (word meaning) skills to communicate.
- The student will apply strategies and skills to comprehend, respond to, interpret, or evaluate a variety of texts of increasing length, difficulty, and complexity.
- The student will express, communicate, evaluate, or exchange ideas effectively.
- The student will apply Standard English to communicate.

The **Mathematics MCT2** for grades 3-7 measures a student's knowledge of and skill level in general mathematics; the Mathematics MCT2 for grade 8 measures student knowledge of and skill level in Pre-Algebra.

- **Numbers and Operations:** Analyze relationships among numbers and the four basic operations. Compute fluently and make reasonable estimates.
- **Algebra:** Explain, analyze, and generate patterns, relationships, and functions using algebraic symbols, demonstrate an understanding of the properties of the basic operations, and analyze change in various contexts.
- **Geometry:** Develop mathematical arguments about geometric relationships and describe spatial relationships using coordinate geometry.
- **Measurement:** Develop concepts and apply appropriate tools and techniques to determine units of measure.
- **Data Analysis and Probability:** Formulate questions that can be addressed with data and select and use appropriate statistical methods to analyze data. Apply basic concepts of probability.

## KEY MCT2 FACTS

- All eligible students in grades 3 – 8 must participate.
- The MCT2 is an untimed, multiple-choice assessment that requires students in all grades to bubble in answers on an answer document.
- Language Arts is one test with Reading administered as section one and Writing as section two.
- Students in grades three and four will answer 60 reading/writing items and 55 math items; grades five and six will answer 70 reading/writing items and 60 math items; and grades seven and eight will answer 80 reading/writing and 60 math items.
- Some math items for all grades will require students to use a ruler. The MDE is recommending that students are familiar with using a 12" lead-in edge ruler with both English and Metric measurements.
- Students only in grades seven and eight are allowed to use approved calculators on all math items.
- The mathematics test for eighth grade students is based on the Pre-Algebra curriculum in the *2007 MS Mathematics Framework - Revised*. Students taking the grade eight MCT2 Pre-Algebra test will be provided a formula chart.
- Students who score at the Minimal Level on any part of the MCT2 in Grades 3 and 7 will be referred to the Teacher Support Team (TST) as part of the State Board of Education Intervention Policy (SBE Code 4300).