



Maryland Comprehensive Assessment Program

FIRSTNAME01 M. LASTNAME

Date of Birth: 10/09/2014 ID: EL03040003 **Grade: 3**

Local Education Agency (LEA): SAMPLE DISTRICT NAME

SAMPLE SCHOOL ONE NAME

MARYLAND

SPRING 2024

GRADE 3 ELA/L

English Language Arts/Literacy Assessment Report, 2023–2024

This report shows the level of proficiency attained by FIRSTNAME01 on the MCAP Assessment. The results from this summative assessment are a snapshot of your child's progress towards meeting the Maryland College and Career Readiness expectations. These results should be used with school and district level assessments to gauge your child's progress towards proficiency in English Language Arts/Literacy.

How Can You Use This Report?

Ask your child's teachers:

- What do you see as my child's academic strengths and areas for improvement?
- How will you use these test results to provide remediation or enrichment to my child during this academic year?
- How can I work with my child to support your efforts in improving my child's academic performance?

MCAP Resources

Maryland's College and Career Ready Standards -

<https://www.marylandpublicschools.org/programs/Pages/ELA/standards.aspx>

MCAP English Language Arts/Literacy Practice Tests - <https://support.mdassessments.com/practice-tests/english/>

How Did FIRSTNAME01 Perform Overall?

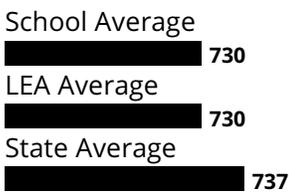
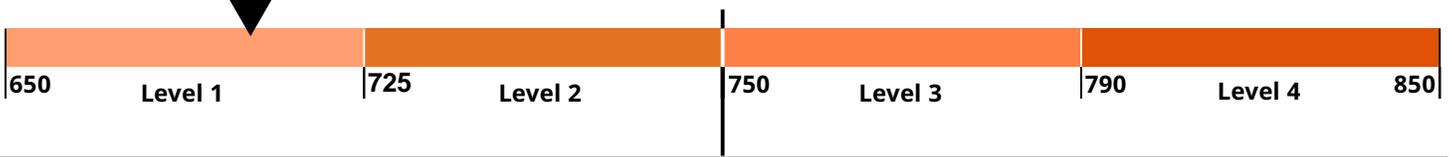
Performance Level 1

The MCAP Performance Level Descriptors (PLDs) provide high-level descriptions of a student's ability to apply the knowledge and skills defined by the Maryland Content Standards for English Language Arts (ELA). See side two of this report for specific information on your child's performance in the area of English Language Arts/Literacy.

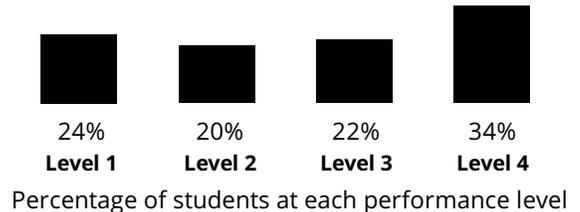
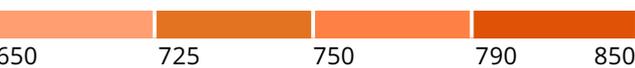
- Level 4** Distinguished Learner
- Level 3** Proficient Learner
- Level 2** Developing Learner
- Level 1** Beginning Learner

Your child's score

701



How Students in Maryland Performed



The charts above allow you to compare your child's level of performance to other students who took the same assessment across the school, district, and state.

How Did Your Child Perform in Reading and Writing?

READING

Your child's score

38



Met Proficiency

School Average



LEA Average



State Average



READING LITERARY

Your child performed about the same as other **Beginning Learners** who did not yet demonstrate proficiency in their performance on this standards-aligned assessment. Students demonstrate proficiency by showing they can read and analyze fiction, drama, and poetry.

READING INFORMATIONAL

Your child performed about the same as other **Beginning Learners** who did not yet demonstrate proficiency in their performance on this standards-aligned assessment. Students demonstrate proficiency by showing they can read and analyze nonfiction, history, science, and the arts.

FOUNDATIONAL SKILLS

Your child performed about the same as other **Beginning Learners** who did not yet demonstrate proficiency in their performance on this standards-aligned assessment. Students demonstrate proficiency by showing an understanding of common letter sounds, spelling patterns, and the analysis needed to decode words in isolation.

VOCABULARY

Your child performed about the same as other **Beginning Learners** who did not yet demonstrate proficiency in their performance on this standards-aligned assessment. Students demonstrate proficiency by showing they can use context to determine what words and phrases mean.

WRITING

Your child's score

25



Met Proficiency

School Average



LEA Average



State Average



WRITTEN EXPRESSION

Your child performed about the same as other **Beginning Learners** who did not yet demonstrate proficiency in their performance on this standards-aligned assessment. Students demonstrate proficiency by showing they can compose well-developed writing, using details from what they have read.

WRITTEN CONVENTIONS

Your child performed about the same as other **Beginning Learners** who did not yet demonstrate proficiency in their performance on this standards-aligned assessment. Students demonstrate proficiency by showing knowledge of conventions and other important elements of language.

LEGEND

Your child performed about the same as:



Distinguished or Proficient Learners



Developing Learners



Beginning Learners

English Language Arts/Literacy Performance Level Descriptors (PLDs)

More information on the PLDs can be found at <https://marylandpublicschools.org/about/Pages/DAAIT/Assessment/MCAP/ELAL.aspx>

Level 4 Distinguished Learners: *Distinguished learners demonstrate advanced proficiency* in their performance on this standards-aligned assessment. Students performing at this level may need support with exploring advanced learning opportunities related to understanding and analyzing above-grade-level literary and informational text, showing understanding of the text when referring to details in the text and when supporting inferences drawn from the text, and using context to determine the meaning of words and phrases. Students performing at the distinguished level may also need support with exploring advanced learning opportunities related to demonstrating knowledge of grade-level phonics and word recognition when decoding, analyzing, and defining multisyllabic words with common prefixes and suffixes and dividing multisyllabic words into syllables.

Level 3 Proficient Learners: *Proficient learners demonstrate proficiency* in their performance on this standards-aligned assessment. Students performing at this level may need additional practice with understanding and analyzing grade-level literary and informational text, showing understanding of the text when referring to details in the text and when supporting inferences drawn from the text, and using context to determine the meaning of words and phrases. Students performing at the proficient level may also need additional practice with demonstrating working knowledge of grade-level phonics and word recognition when decoding, analyzing, and defining multisyllabic words with common prefixes and suffixes and dividing multisyllabic words into syllables.

Level 2 Developing Learners: *Developing learners demonstrate partial proficiency* in their performance on this standards-aligned assessment. Students performing at this level may need additional reinforcement, practice, and support with understanding and analyzing grade-level literary and informational text, showing understanding of the text when referring to details in the text and when supporting inferences drawn from the text, and using context to determine the meaning of words and phrases. Students performing at the developing level may also need additional reinforcement, practice, and support demonstrating working knowledge of grade-level phonics and word recognition when decoding, analyzing, and defining multisyllabic words with common prefixes and suffixes and dividing multisyllabic words into syllables.

Level 1 Beginning Learners: *Beginning learners do not yet demonstrate proficiency* in their performance on this standards-aligned assessment. Students performing at this level may need additional modeling, reinforcement, and explicit practice with understanding and analyzing grade-level literary and informational text, showing understanding of the text when referring to details in the text and when supporting inferences drawn from the text, and using context to determine the meaning of words and phrases. Students performing at the beginning level may also need additional modeling, reinforcement, and explicit practice with demonstrating working knowledge of grade-level phonics and word recognition when decoding, analyzing, and defining multisyllabic words with common prefixes and suffixes and dividing multisyllabic words into syllables.