



Maryland Comprehensive Assessment Program

FIRSTNAME002 O. LASTNAME002

Date of Birth: 08/02/2012 ID: 5000000019 **Grade: 4**

Local Education Agency (LEA): SAMPLE DISTRICT NAME

SAMPLE SCHOOL NAME

MARYLAND

GRADE 4 ELA/L

SPRING 2026

English Language Arts/Literacy Assessment Report, 2025–2026

This report shows the level of proficiency attained by FIRSTNAME002 on the MCAP Assessment. The results from this summative assessment are a snapshot of your student'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 student's progress towards proficiency in English Language Arts/Literacy.

How Can You Use This Report?

Ask your student's teachers:

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

MCAP Resources

For practice tests and additional resources pertaining to the MCAP English Language Arts/Literacy Assessments, please visit <https://marylandpublicschools.org/about/Pages/DAAIT/Assessment/MCAP/ELAL.aspx>

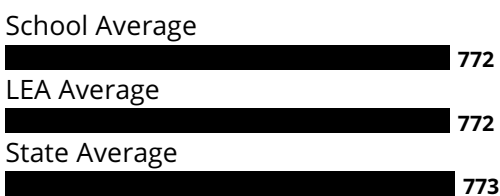
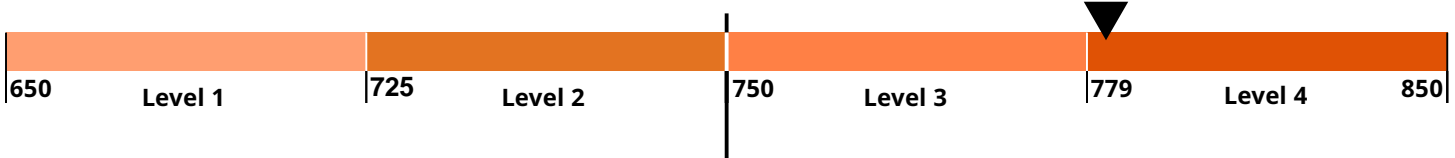
How Did FIRSTNAME002 Perform Overall?

Performance Level 4

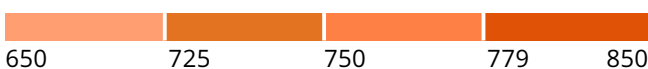
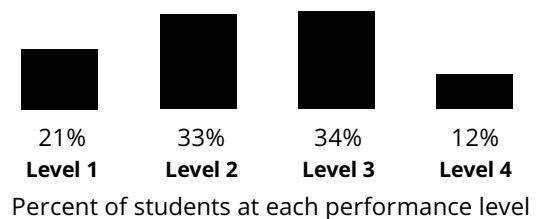
The MCAP Performance Level Descriptors (PLDs) provide high-level descriptions of a student's ability to apply the knowledge and skills defined by the Maryland College and Career Ready Standards for English Language Arts/Literacy. See side two of this report for specific information on your student's 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 student's score
782



How Students in Maryland Performed

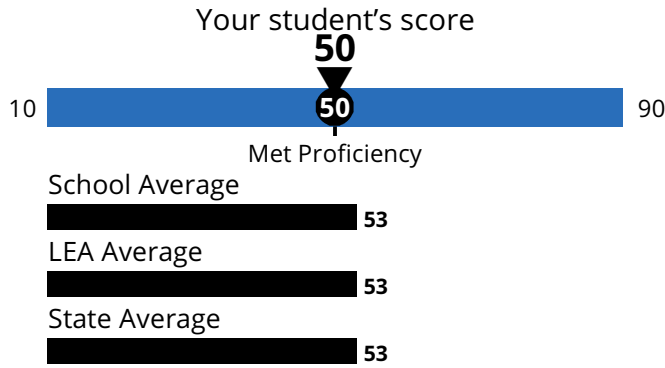


The charts above allow you to compare your student's level of performance to other students who took the same assessment across the school, district, and state during the Spring administration.



How Did Your Student Perform in Reading and Writing?

READING



READING LITERARY

Your student performed about the same as other **Proficient or Distinguished Learners** who demonstrated proficiency or advanced proficiency in their performance on this standards-aligned assessment. Students demonstrate proficiency by showing they can read and analyze fiction, drama, and poetry.

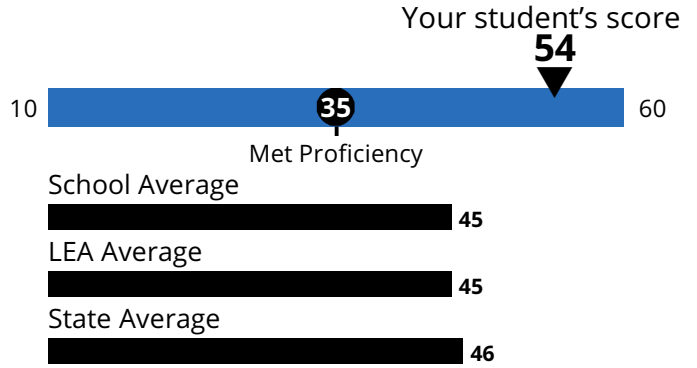
READING INFORMATIONAL

Your student performed about the same as other **Developing Learners** who demonstrated partial 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.

VOCABULARY

Your student 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



WRITTEN EXPRESSION

Your student 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 student performed about the same as other **Developing Learners** who demonstrated partial 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 student performed about the same as:

- **Distinguished or Proficient Learners**
- Developing Learners**
- Beginning Learners**

English Language Arts/Literacy Performance Level Descriptors (PLDs)

Level 4 Distinguished Learners: *Distinguished learners demonstrate advanced proficiency* in their performance on this standards-aligned assessment, are well prepared for the next grade level or course, and are well prepared for college and career readiness. Students performing at this level may benefit from 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.

Level 3 Proficient Learners: *Proficient learners demonstrate proficiency* in their performance on this standards-aligned assessment, are prepared for the next grade level or course, and are on track for college and career readiness. 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.

Level 2 Developing Learners: *Developing learners demonstrate partial proficiency* in their performance on this standards-aligned assessment. Students performing at this level require additional academic support to ensure success in the next grade level or course and be on track for college and career readiness. Support may include reinforcement, practice, and guidance 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.

Level 1 Beginning Learners: *Beginning learners do not yet demonstrate proficiency* in their performance on this standards-aligned assessment. Students performing at this level require substantial academic support to be prepared for the next grade level or course and be on track for college and career readiness. Support may include modeling, reinforcement, and more 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.