MCAP
Maryland Comprehensive Assessment Program

FIRSTNAMELONGERNAME M. LASTNAME

Date of Birth: 03/30/2013 ID: EL04040033 **Grade: 4**
Local Education Agency (LEA): SAMPLE DISTRICT NAME
SAMPLE SCHOOL ONE NAME
MARYLAND
SPRING 2023

GRADE 4 ELA/L

English Language Arts/Literacy Assessment Report, 2022–2023

This report shows the level of proficiency attained by FIRSTNAMELONGERNAME on this assessment. This assessment is just one measure of how well your child is performing academically.

To try the tools and functionality of the testing platform as well as grade/course level items, visit the Practice Tests found at Test Preparation on **http://support.mdassessments.com**.

**Learn more about Maryland's College and Career Ready Standards**
These rigorous education standards establish a set of shared goals for what students should understand and be able to do in grades K-12 in order to be prepared for success in college and the workplace. You can learn more about Maryland's K-12 standards at: **https://marylandpublicschools.org/programs/Pages/ELA/standards.aspx**.

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 help my child make progress this school year?

See side 2 of this report for specific information on your child's performance in reading and writing.

How Did FIRSTNAMELONGERNAME Perform Overall?

Performance Level 2

A description of the Performance Levels can be found on the back of this page.

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

Your child's score
746

| 650 | Level 1 | 725 | Level 2 | 750 | Level 3 | 779 | Level 4 | 850 |

School Average — **727**
LEA Average — **727**
State Average — **740**

650 725 750 779 850
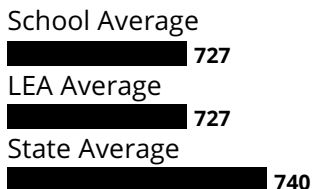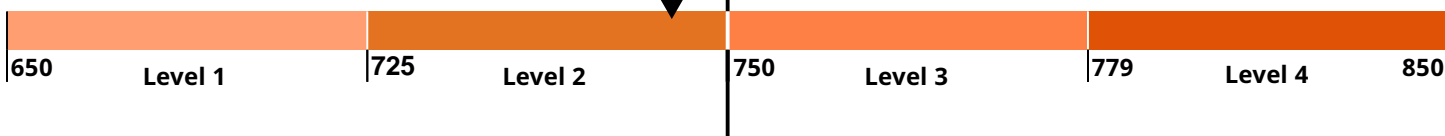
How Students in Maryland Performed

21%	20%	27%	32%
Level 1	Level 2	Level 3	Level 4

Percentage of students at each performance level
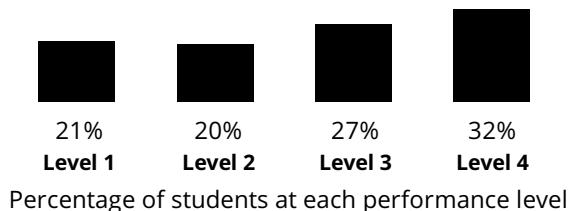
Student Growth Percentile
Your child's score this year is the same as or better than 43 percent of Maryland students who had a similar score to your child on the assessment in a previous year.

How are assessment results used?
Results from the assessment give your child's teacher, school, and school district information about their academic performance, and provide you with some insight as to your child's level of learning. These results should be used with other assessment results and class work when gauging student performance.

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How Did Your Child Perform in Reading and Writing?

READING

Your child's score
55

10 ▬▬▬▬▬▬ **50** ▬▬▬▬▬▬ 90

Met Proficiency

School Average
42

LEA Average
42

State Average
46

READING LITERARY

Your child 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 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.

VOCABULARY

Your child 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 use context to determine what words and phrases mean.

WRITING

Your child's score
25

10 ▬▬▬▬▬▬ **35** ▬▬▬▬▬▬ 60

Met Proficiency

School Average
29

LEA Average
29

State Average
32

WRITTEN EXPRESSION

Your child 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 compose well-developed writing, using details from what they have read.

WRITTEN CONVENTIONS

Your child 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 child performed about the same as:

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

English Language Arts/Literacy Performance Level Descriptions

Level 4 Distinguished Learners: *Distinguished learners demonstrate advanced proficiency* in their performance on this standards-aligned assessment. Students performing at the distinguished 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.

Level 3 Proficient Learners: *Proficient learners demonstrate proficiency* in their performance on this standards-aligned assessment. Students performing at the proficient 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 the developing 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.

Level 1 Beginning Learners: *Beginning learners do not yet demonstrate proficiency* in their performance on this standards-aligned assessment. Students performing at the beginning level may need additional 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.