



Maryland Comprehensive Assessment Program

FIRSTNAME20 Z. LASTNAME20

Date of Birth: 11/02/2017 ID: 1100000040 **Grade: 5**

Local Education Agency (LEA): SAMPLE DISTRICT NAME

SAMPLE SCHOOL NAME

MARYLAND

SPRING 2025

GRADE 5 MISA

Science Assessment Report, 2024-2025

This report shows whether FIRSTNAME20 met grade band expectations in science and is on track for the next grade band. The items on the assessment measure your student's understanding of concepts and practices in science and require critical thinking to find solutions to problems. The Maryland Integrated Science Assessment (MISA) is one of several ways to help families and teachers understand how well your student is acquiring science concepts and practices.

How Can You Use This Report?

Ask your student's teachers:

- What do you see as my student's strengths and areas for improvement in science?
- How can these assessment results be used to help my student make progress in science?

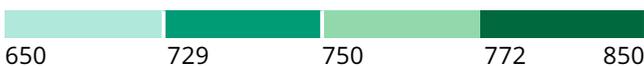
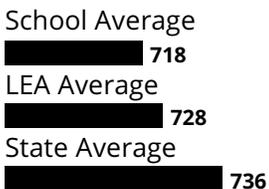
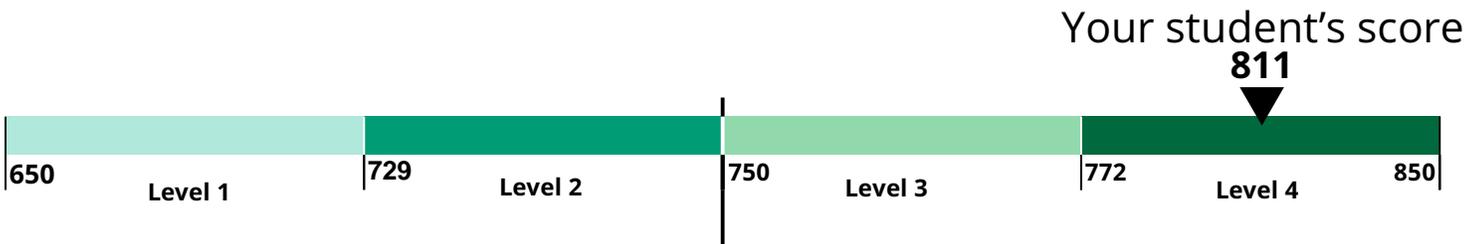
To learn more about the Maryland Science Program visit <http://marylandpublicschools.org/about/Pages/DCAA/Science/index.aspx>.
 For Practice Tests visit Test Preparation on <http://support.mdassessments.com>.
 MCAP Public Release Items - <https://itempra.org/public/>

How Did FIRSTNAME20 Perform Overall?

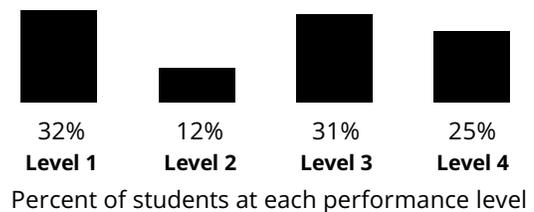
Performance Level 4

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

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



How Students in Maryland Performed



How are assessment results used?

Results from the assessment give your student's teacher, school, and school district information about their science performance, and provide you with some insight as to your student's level of learning. These results never stand alone, but can be used with other assessments and class work when gauging student performance.

How Did Your Student Perform on the MISA?

Physical Sciences

Your student performed about the same as other **Proficient or Distinguished Learners**. Students demonstrate proficiency by exhibiting an understanding of matter and its interactions, motion and stability, forces and interaction, energy, waves and their applications in technologies for information transfer.

Earth and Space Sciences

Your student performed about the same as other **Proficient or Distinguished Learners**. Students demonstrate proficiency by exhibiting an understanding of Earth's place in the universe, Earth's systems, and Earth and human activity.

Life Science

Your student performed about the same as other **Proficient or Distinguished Learners**. Students demonstrate proficiency by exhibiting an understanding of how the structures and processes function from molecules to organisms, the interactions, energy, and dynamics of ecosystems, the inheritance and variation of traits in heredity, and the unity and diversity of biological evolution.

Investigating Practices

Your student performed about the same as students who are **Proficient or Distinguished Learners**. Students meet expectations by asking questions and conducting experiments.

Sensemaking Practices

Your student performed about the same as students who are **Proficient or Distinguished Learners**. Students meet expectations by analyzing data for patterns and relationships.

Critiquing Practices

Your student performed about the same as students who are **Proficient or Distinguished Learners**. Students meet expectations by evaluating and arguing about different explanations and models.

LEGEND

Your student performed about the same as:



Distinguished or Proficient Learners



Developing Learners



Beginning Learners

Science Performance Level Descriptions

Level 4 Distinguished Learners: *Distinguished learners demonstrate advanced proficiency* in applying scientific thinking to understand the natural world and apply engineering design to find solutions to problems. Learners at this level *think critically* about the effects of chemical reactions, forces, and energy on the world around them; the ways different organisms and the environment interact; the ways the geosphere, biosphere, and hydrosphere interact; and how engineering design can be a regular part of problem solving. Distinguished learners *are well prepared* in asking questions that lead to explanations supported by evidence, using mathematics to analyze data, and applying scientific ideas to develop, test, compare, and improve design solutions.

Level 3 Proficient Learners: *Proficient learners demonstrate proficiency* in applying scientific thinking to understand the natural world and apply engineering design to find solutions to problems. Learners at this level *explain* the effects of chemical reactions, forces, and energy on the world around them; the ways different organisms and the environment interact; the ways the geosphere, biosphere, and hydrosphere interact; and how engineering design can be a regular part of problem solving. Proficient learners *are prepared* in asking questions that can lead to reasonable predictions, using mathematics to describe data, and applying scientific ideas to evaluate a design solution.

Level 2 Developing Learners: *Developing learners demonstrate partial proficiency* in applying scientific thinking to understand the natural world and apply engineering design to find solutions to problems. Learners at this level *describe* the effects of chemical reactions, forces, and energy on the world around them; the ways different organisms and the environment interact; the ways the geosphere, biosphere, and hydrosphere interact; and how engineering design can be a regular part of problem solving. Developing learners *need additional academic support* in asking questions about changes in an investigation, organizing simple data sets that reveal patterns, and identifying scientific evidence used to support a claim.

Level 1 Beginning Learners: *Beginning learners do not yet demonstrate proficiency* in applying scientific thinking to understand the natural world and engineering design to find solutions to problems. Learners at this level *identify* the effects of chemical reactions, forces, and energy on the world around them; the ways different organisms and the environment interact; the ways the geosphere, biosphere, and hydrosphere interact; and how engineering design can be a regular part of problem solving. Beginning learners *need substantial academic support* in asking questions about changes in an investigation, organizing simple data sets that reveal patterns, and identifying scientific evidence used to support a claim.