



Science Assessment Report, 2025-2026

This report shows the level of proficiency attained by FIRSTNAME001 on the MCAP Assessment. The results from this summative assessment reflect a snapshot of your student's progress towards meeting the Next Generation Science Standards (NGSS). These results should be used with school and district level assessments to gauge your student's progress towards proficiency in science.

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 Science Assessments, please visit <https://marylandpublicschools.org/about/pages/daait/assessment/misa/index.aspx>

How Did FIRSTNAME001 Perform Overall?

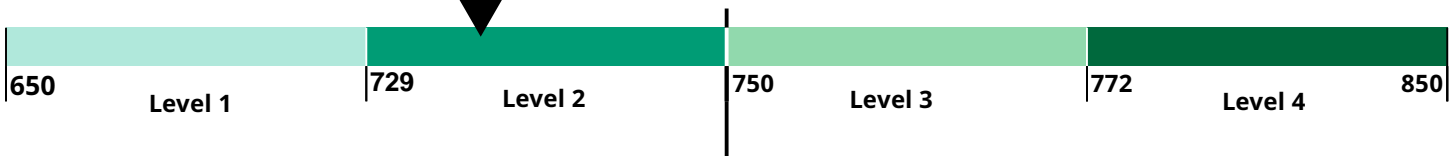
Performance Level 2

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 student's score

735



School Average

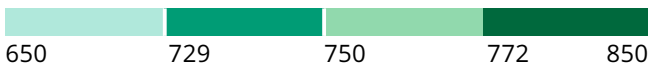
736

LEA Average

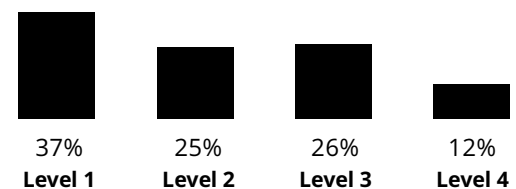
736

State Average

736



How Students in Maryland Performed



Percent of students at each performance level

How are assessment results used?

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 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 **Developing 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 **Developing 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 **Beginning 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.