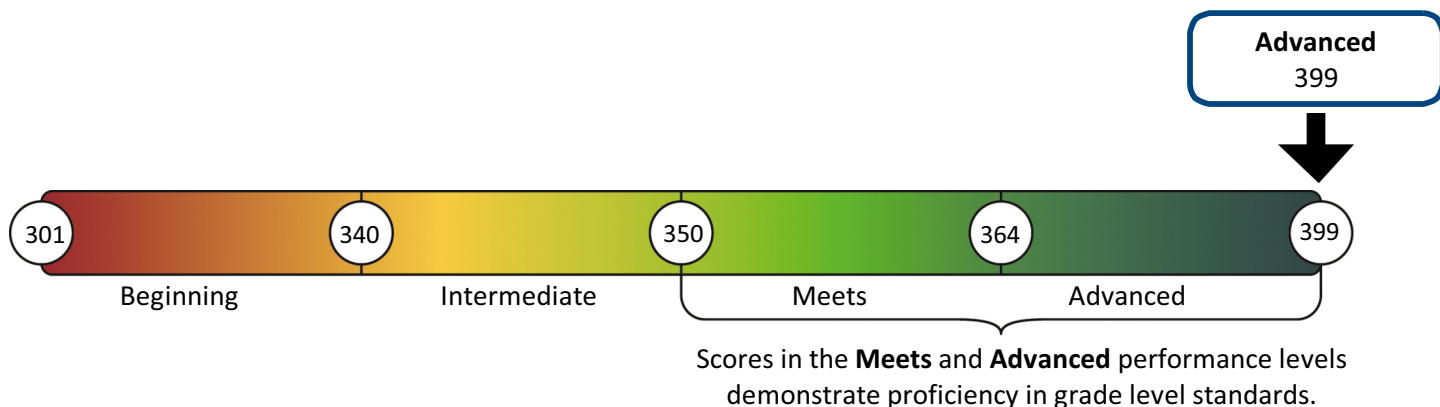




These are CONTROL's results from the Reading Minnesota Comprehensive Assessment (MCA-IV) taken in the spring of 2026.

Reading: CONTROL's Overall MCA-IV Results

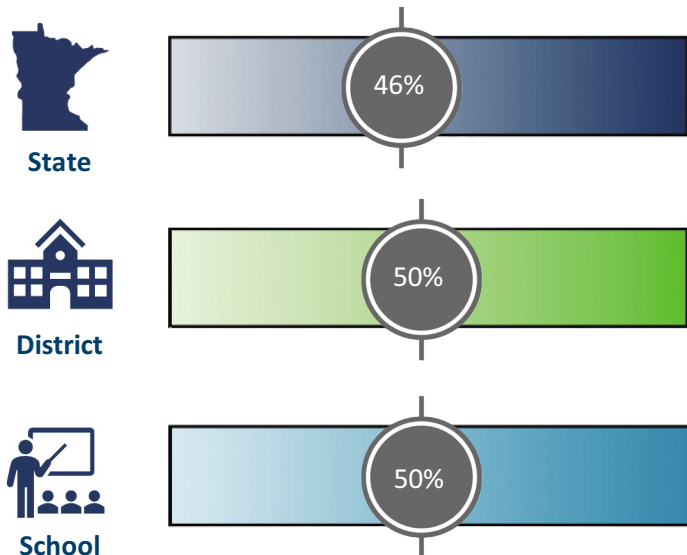
CONTROL's score of 399 shows evidence of learning at the **Advanced** level for grade-level expectations in the academic standards when engaging with texts of high complexity. The Reading MCA measures student learning within the Reading strand of the Minnesota Academic Standards in English Language Arts.



Scan the QR code to access a video about the new reading assessments or go to the [MDE Students and Families Statewide Testing Assessment Results website](https://education.mn.gov/students-and-families/statewide-testing/assessment-results) (education.mn.gov > Students and Families > Programs and Initiatives > Statewide Testing > Assessment Results).



Reading MCA-IV: Percentage of Grade 3 Students Demonstrating Proficiency



Your Student's Performance History on the Reading MCA-IV

Student Grade	Testing Year	Performance Level
3	2026	Advanced
4		
5		
6		
7		
8		

Reading MCA-IV was first administered in 2026. Your student may have taken other statewide reading assessments in past years.

Your Student's Overall Performance

CONTROL's score of 399 shows evidence of learning at the **Advanced** level for grade-level expectations in the academic standards when engaging with texts of high complexity. The Reading MCA measures student learning within the Reading strand of the Minnesota Academic Standards in English Language Arts.

A grade 3 student with a score at the Advanced level shows evidence of being able to:

- Summarize the text using specific and implied evidence, evaluate how key details and literary elements support the central idea by analyzing relationships between characters, setting, events, and concepts, define vocabulary, critique how figurative language creates meaning and tone, and understand word origins.
- Evaluate how text features and organization contribute to the purpose of a text, evaluate an author's perspective (including that of Dakota and Anishinaabe authors) and relate it to their own, justify how a text's publication date and text features shape its meaning and style, critique the argument by evaluating the effective use of facts, opinions, and key details, and justify relevance and credibility.

Performance in Grade 3 Reading Content Areas

CONTROL's performance is also reported for two areas within the Reading strand of the Minnesota Academic Standards in English Language Arts.

Additional Performance Details

Themes, Central Ideas, Details and Vocabulary (Standards 4 & 8) Your student's performance: Above Expectations	Students with performance above expectations for Themes, Central Ideas, Details and Vocabulary typically show evidence of being able to: • Evaluate how an author's choice of words and literary devices (such as simile or metaphor) create a specific meaning and tone. • Justify how historical context influences a text's meaning. • Analyze complex relationships between characters, events, and ideas across literary and informational texts. • Analyze and justify how details in a text support the central idea or theme. • Understand word origins and academic vocabulary.
Structure, Author's Perspective, Arguments, Relevancy, and Credibility (Standards 5, 6, 7, 9) Your student's performance: Above Expectations	Students with performance above expectations for Structure, Author's Perspective, Arguments, Relevancy, and Credibility typically show evidence of being able to: • Evaluate an author's argument by judging the quality of their evidence and the credibility of their sources. • Compare different authors' perspectives and time periods, including those of Dakota and Anishinaabe authors, and justify their own interpretation of a text. • Analyze and justify how key details support the central idea or argument in a text. • Evaluate and compare text features across a variety of literary and informational texts to understand meaning, tone, and structure.

How to request this report in a translated language or an alternative format:

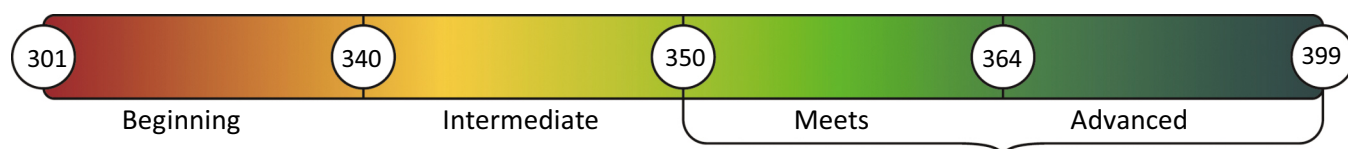
A video about this assessment can be accessed through the QR code on page 1. It is available in ten translated languages. This ISR may also be made available in another translated language or an alternative format, such as large print, braille, or as an audio file. Contact MDE by email at mde.testing@state.mn.us or by phone at 651-582-8674. TTY users may call the Minnesota Relay Service at 711.



These are CONTROL's results from the Reading Minnesota Comprehensive Assessment (MCA-IV) taken in the spring of 2026.

Reading: CONTROL's Overall MCA-IV Results

CONTROL did not participate in the test. The student did not attempt the test for this subject. Please contact your student's school for further information.



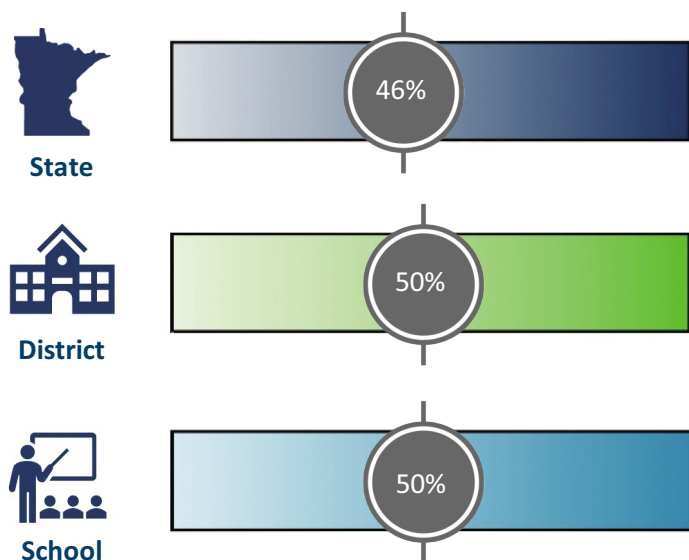
Scores in the **Meets** and **Advanced** performance levels demonstrate proficiency in grade level standards.



Scan the QR code to access a video about the new reading assessments or go to the [MDE Students and Families Statewide Testing Assessment Results website](https://education.mn.gov/students-and-families/statewide-testing/assessment-results) (education.mn.gov > Students and Families > Programs and Initiatives > Statewide Testing > Assessment Results).



Reading MCA-IV: Percentage of Grade 3 Students Demonstrating Proficiency



Your Student's Performance History on the Reading MCA-IV

Student Grade	Testing Year	Performance Level
3	2026	Not Attempted
4		
5		
6		
7		
8		

Reading MCA-IV was first administered in 2026. Your student may have taken other statewide reading assessments in past years.

Your Student's Overall Performance

No Test Data Available.

Performance in Grade 3 Reading Content Areas

CONTROL's performance is also reported for two areas within the Reading strand of the Minnesota Academic Standards in English Language Arts.

Additional Performance Details	
Themes, Central Ideas, Details and Vocabulary (Standards 4 & 8) Your student's performance:	No Test Data Available
Structure, Author's Perspective, Arguments, Relevancy, and Credibility (Standards 5, 6, 7, 9) Your student's performance:	No Test Data Available

How to request this report in a translated language or an alternative format:

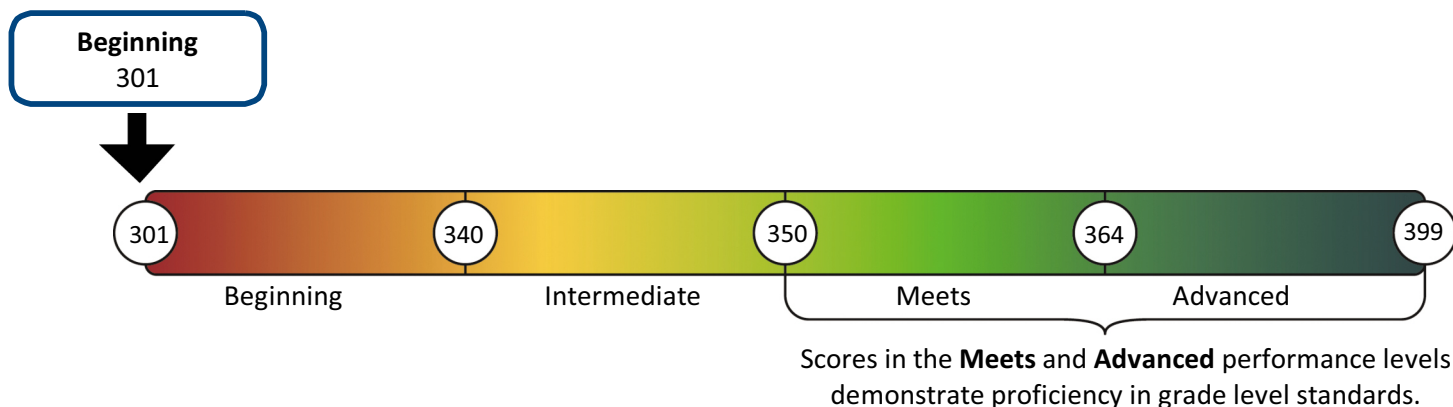
A video about this assessment can be accessed through the QR code on page 1. It is available in ten translated languages. This ISR may also be made available in another translated language or an alternative format, such as large print, braille, or as an audio file. Contact MDE by email at mde.testing@state.mn.us or by phone at 651-582-8674. TTY users may call the Minnesota Relay Service at 711.



These are CONTROL's results from the Reading Minnesota Comprehensive Assessment (MCA-IV) taken in the spring of 2026.

Reading: CONTROL's Overall MCA-IV Results

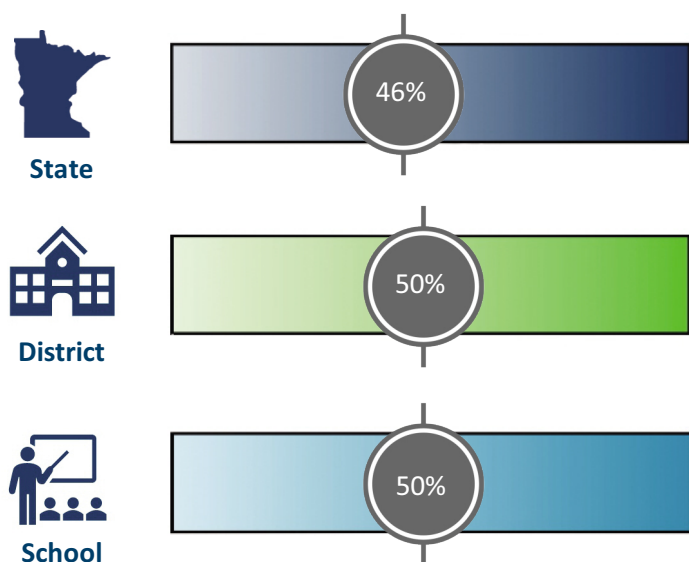
CONTROL's score of 301 shows evidence of learning at the **Beginning** level for grade-level expectations in the academic standards when engaging with texts of low to moderate complexity. The Reading MCA measures student learning within the Reading strand of the Minnesota Academic Standards in English Language Arts.



Scan the QR code to access a video about the new reading assessments or go to the [MDE Students and Families Statewide Testing Assessment Results website](https://education.mn.gov/students-and-families/statewide-testing/assessment-results) (education.mn.gov > Students and Families > Programs and Initiatives > Statewide Testing > Assessment Results).



Reading MCA-IV: Percentage of Grade 3 Students Demonstrating Proficiency



Your Student's Performance History on the Reading MCA-IV

Student Grade	Testing Year	Performance Level
3	2026	Beginning
4		
5		
6		
7		
8		

Reading MCA-IV was first administered in 2026. Your student may have taken other statewide reading assessments in past years.

Your Student's Overall Performance

CONTROL's score of 301 shows evidence of learning at the **Beginning** level for grade-level expectations in the academic standards when engaging with texts of low to moderate complexity. The Reading MCA measures student learning within the Reading strand of the Minnesota Academic Standards in English Language Arts.

A grade 3 student with a score at the Beginning level shows evidence of being able to:

- Summarize parts of the text, locate key details and literary elements such as character and setting, define vocabulary, and identify figurative language.
- Identify text features in literary and informational texts, identify the author (including Dakota and Anishinaabe authors), the main argument, when a text was published, and whether it is literary or informational text, and recognize a source in a text.

Performance in Grade 3 Reading Content Areas

CONTROL's performance is also reported for two areas within the Reading strand of the Minnesota Academic Standards in English Language Arts.

Additional Performance Details	
Themes, Central Ideas, Details and Vocabulary (Standards 4 & 8) Your student's performance: Below Expectations	Students with performance below expectations for Themes, Central Ideas, Details and Vocabulary typically show evidence of being able to: • Find key details and summarize parts of literary and informational text. • Recognize basic literary elements such as characters and setting. • Use context clues to understand vocabulary and figurative language (such as simile or metaphor). • Identify an author's main point or the key ideas in the text.
Structure, Author's Perspective, Arguments, Relevancy, and Credibility (Standards 5, 6, 7, 9) Your student's performance: Below Expectations	Students with performance below expectations for Structure, Author's Perspective, Arguments, Relevancy, and Credibility typically show evidence of being able to: • Identify different text features such as headings in an article or dialogue in a story. • Recognize who the author is, identify their main argument, and distinguish fact from opinion. • Recognize what a source is, including those used by Dakota and Anishinaabe authors, and begin to understand how it supports an author's credibility.

How to request this report in a translated language or an alternative format:

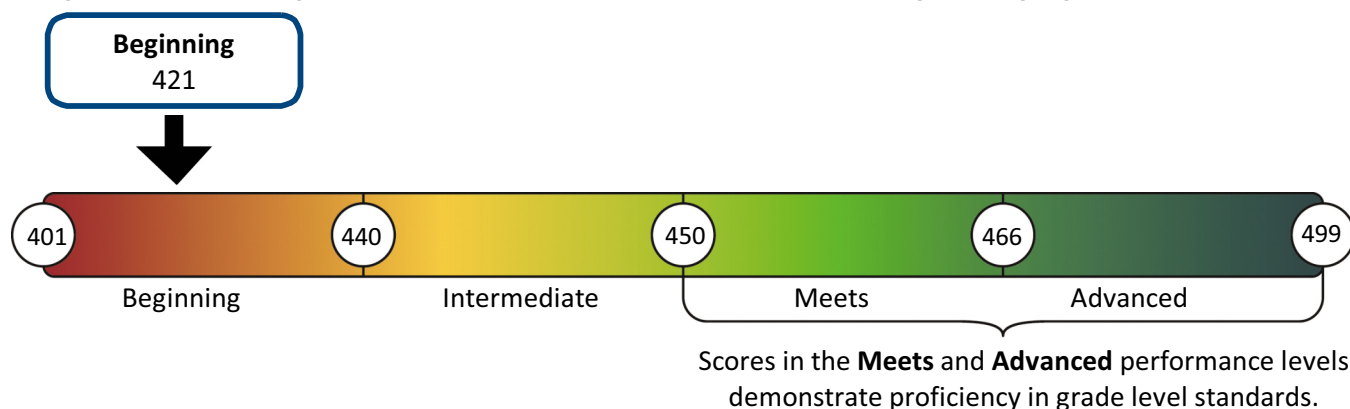
A video about this assessment can be accessed through the QR code on page 1. It is available in ten translated languages. This ISR may also be made available in another translated language or an alternative format, such as large print, braille, or as an audio file. Contact MDE by email at mde.testing@state.mn.us or by phone at 651-582-8674. TTY users may call the Minnesota Relay Service at 711.



These are Control's results from the Reading Minnesota Comprehensive Assessment (MCA-IV) taken in the spring of 2026.

Reading: Control's Overall MCA-IV Results

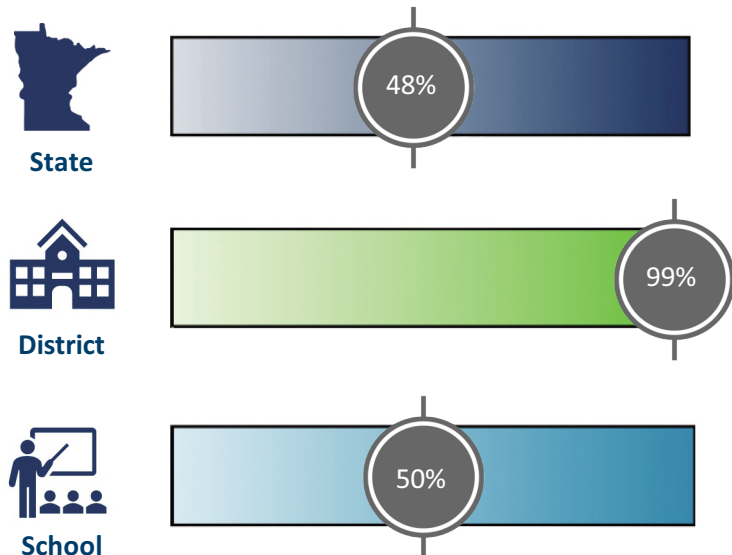
Control's score of 421 shows evidence of learning at the **Beginning** level for grade-level expectations in the academic standards when engaging with texts of low to moderate complexity. The Reading MCA measures student learning within the Reading strand of the Minnesota Academic Standards in English Language Arts.



Scan the QR code to access a video about the new reading assessments or go to the [MDE Students and Families Statewide Testing Assessment Results website](https://education.mn.gov/students-and-families/statewide-testing/assessment-results) (education.mn.gov > Students and Families > Programs and Initiatives > Statewide Testing > Assessment Results).



Reading MCA-IV: Percentage of Grade 4 Students Demonstrating Proficiency



Your Student's Performance History on the Reading MCA-IV

Student Grade	Testing Year	Performance Level
3		
4	2026	Beginning
5		
6		
7		
8		

Reading MCA-IV was first administered in 2026. Your student may have taken other statewide reading assessments in past years.

Your Student's Overall Performance

Control's score of 421 shows evidence of learning at the **Beginning** level for grade-level expectations in the academic standards when engaging with texts of low to moderate complexity. The Reading MCA measures student learning within the Reading strand of the Minnesota Academic Standards in English Language Arts.

A grade 4 student with a score at the Beginning level shows evidence of being able to:

- Summarize parts of the text, identify specific evidence and literary elements in a text, define vocabulary, and recognize figurative language using context clues and root words.
- Recognize how informational texts are organized, identify the narrative point of view and text features in literary texts, recall details to support an author's argument (including those of Dakota and Anishinaabe authors), identify the time of publication, and recall credible sources.

Performance in Grade 4 Reading Content Areas

Control's performance is also reported for two areas within the Reading strand of the Minnesota Academic Standards in English Language Arts.

Additional Performance Details

Themes, Central Ideas, Details and Vocabulary (Standards 4 & 8) Your student's performance: Below Expectations	Students with performance below expectations for Themes, Central Ideas, Details and Vocabulary typically show evidence of being able to: • Find specific details in a text. • Summarize parts of informational texts and identify the main characters, setting, and plot in literary texts. • Use context clues to understand the meaning of vocabulary or figurative language. • Follow steps or events in informational texts.
Structure, Author's Perspective, Arguments, Relevancy, and Credibility (Standards 5, 6, 7, 9) Your student's performance: Below Expectations	Students with performance below expectations for Structure, Author's Perspective, Arguments, Relevancy, and Credibility typically show evidence of being able to: • Identify who is telling the story and recognize basic text structures. • Recognize the author's main purpose, including that of Dakota and Anishinaabe authors, when it is stated directly in the text. • Identify the difference between fact and opinion and recall what makes a source credible. • Identify the structure of informational texts and follow steps, events, or ideas in the text.

How to request this report in a translated language or an alternative format:

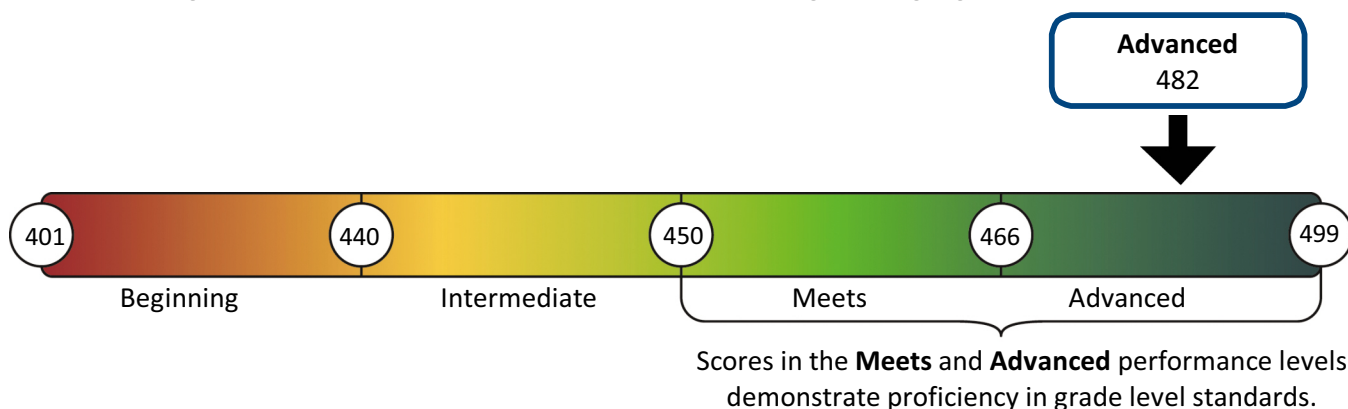
A video about this assessment can be accessed through the QR code on page 1. It is available in ten translated languages. This ISR may also be made available in another translated language or an alternative format, such as large print, braille, or as an audio file. Contact MDE by email at mde.testing@state.mn.us or by phone at 651-582-8674. TTY users may call the Minnesota Relay Service at 711.



These are Control's results from the Reading Minnesota Comprehensive Assessment (MCA-IV) taken in the spring of 2026.

Reading: Control's Overall MCA-IV Results

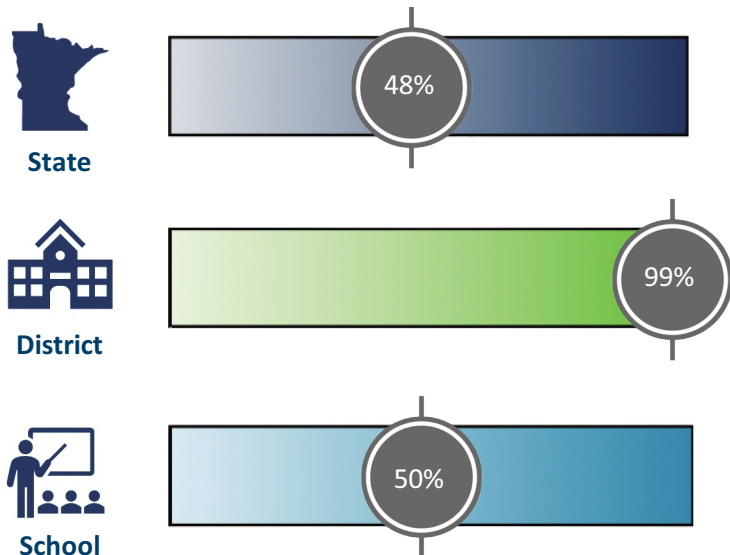
Control's score of 482 shows evidence of learning at the **Advanced** level for grade-level expectations in the academic standards when engaging with texts of high complexity. The Reading MCA measures student learning within the Reading strand of the Minnesota Academic Standards in English Language Arts.



Scan the QR code to access a video about the new reading assessments or go to the [MDE Students and Families Statewide Testing Assessment Results website](https://education.mn.gov/students-and-families/statewide-testing/assessment-results) (education.mn.gov > Students and Families > Programs and Initiatives > Statewide Testing > Assessment Results).



Reading MCA-IV: Percentage of Grade 4 Students Demonstrating Proficiency



Your Student's Performance History on the Reading MCA-IV

Student Grade	Testing Year	Performance Level
3		
4	2026	Advanced
5		
6		
7		
8		

Reading MCA-IV was first administered in 2026. Your student may have taken other statewide reading assessments in past years.

Your Student's Overall Performance

Control's score of 482 shows evidence of learning at the **Advanced** level for grade-level expectations in the academic standards when engaging with texts of high complexity. The Reading MCA measures student learning within the Reading strand of the Minnesota Academic Standards in English Language Arts.

A grade 4 student with a score at the Advanced level shows evidence of being able to:

- Summarize the whole text, interpret specific and implied evidence and details to identify a text's theme or central idea, justify how literary elements develop the plot, define vocabulary using implied context clues and root words, and evaluate figurative language.
- Evaluate the impact of narrative point of view, text organization, and text features to analyze meaning of texts, evaluate an author's style and tone (including those of Dakota and Anishinaabe authors) to determine the stated or implied purpose, examine how the publication date affects the text's relevance and meaning, critique the argument by evaluating how perspective and use of evidence influence the claim, analyze the impact of fact and opinion, and evaluate validity and credibility.

Performance in Grade 4 Reading Content Areas

Control's performance is also reported for two areas within the Reading strand of the Minnesota Academic Standards in English Language Arts.

Additional Performance Details

Themes, Central Ideas, Details and Vocabulary (Standards 4 & 8) Your student's performance: Above Expectations	Students with performance above expectations for Themes, Central Ideas, Details and Vocabulary typically show evidence of being able to: • Interpret a story's theme and justify how specific details and character development convey that theme. • Analyze how different story elements (like setting and conflict) interact with and influence one another. • Evaluate the meaning of complex figurative language (such as simile or metaphor) and use knowledge of word parts to understand vocabulary. • Analyze how the central idea is developed and how characters and events interact. • Summarize entire texts and interpret implied meanings.
Structure, Author's Perspective, Arguments, Relevancy, and Credibility (Standards 5, 6, 7, 9) Your student's performance: Above Expectations	Students with performance above expectations for Structure, Author's Perspective, Arguments, Relevancy, and Credibility typically show evidence of being able to: • Analyze why an author chose a specific text structure to communicate their message effectively. • Evaluate an author's argument, including that of Dakota and Anishinaabe authors, by analyzing how their personal perspective influences the evidence they present. • Justify why certain sources are the most credible and relevant for a specific research task. • Evaluate the author's choices, tone, and purpose to interpret the meaning of a text. • Distinguish fact from opinion and assess how historical context influences content.

How to request this report in a translated language or an alternative format:

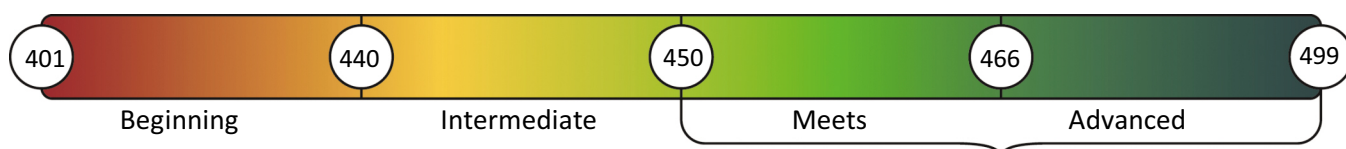
A video about this assessment can be accessed through the QR code on page 1. It is available in ten translated languages. This ISR may also be made available in another translated language or an alternative format, such as large print, braille, or as an audio file. Contact MDE by email at mde.testing@state.mn.us or by phone at 651-582-8674. TTY users may call the Minnesota Relay Service at 711.



These are CONTROL's results from the Reading Minnesota Comprehensive Assessment (MCA-IV) taken in the spring of 2026.

Reading: CONTROL's Overall MCA-IV Results

CONTROL did not participate in the test. The student did not attempt the test for this subject. Please contact your student's school for further information.



Scores in the **Meets** and **Advanced** performance levels demonstrate proficiency in grade level standards.



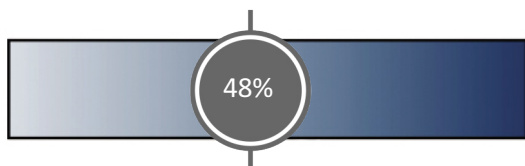
Scan the QR code to access a video about the new reading assessments or go to the [MDE Students and Families Statewide Testing Assessment Results website](https://education.mn.gov/students-and-families/statewide-testing/assessment-results) (education.mn.gov > Students and Families > Programs and Initiatives > Statewide Testing > Assessment Results).



Reading MCA-IV: Percentage of Grade 4 Students Demonstrating Proficiency



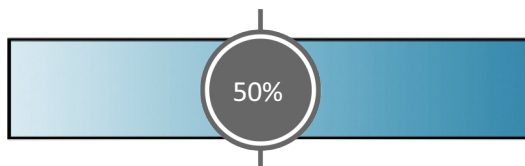
State



District



School



Your Student's Performance History on the Reading MCA-IV

Student Grade	Testing Year	Performance Level
3		
4	2026	Not Attempted
5		
6		
7		
8		

Reading MCA-IV was first administered in 2026. Your student may have taken other statewide reading assessments in past years.

Your Student's Overall Performance

No Test Data Available.

Performance in Grade 4 Reading Content Areas

CONTROL's performance is also reported for two areas within the Reading strand of the Minnesota Academic Standards in English Language Arts.

Additional Performance Details	
Themes, Central Ideas, Details and Vocabulary (Standards 4 & 8) Your student's performance:	No Test Data Available
Structure, Author's Perspective, Arguments, Relevancy, and Credibility (Standards 5, 6, 7, 9) Your student's performance:	No Test Data Available

How to request this report in a translated language or an alternative format:

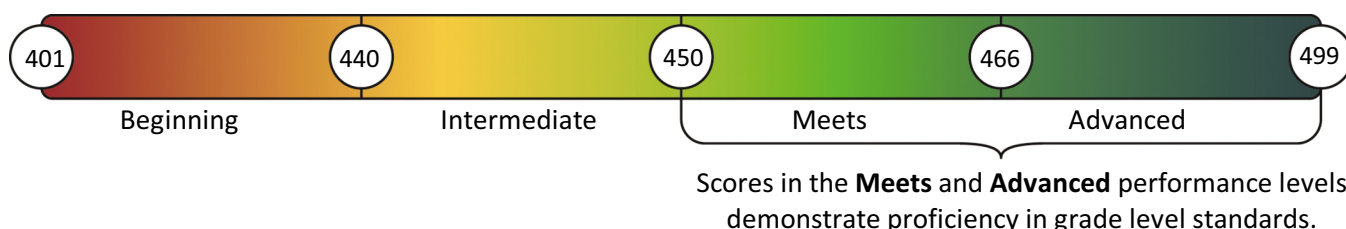
A video about this assessment can be accessed through the QR code on page 1. It is available in ten translated languages. This ISR may also be made available in another translated language or an alternative format, such as large print, braille, or as an audio file. Contact MDE by email at mde.testing@state.mn.us or by phone at 651-582-8674. TTY users may call the Minnesota Relay Service at 711.



These are Control's results from the Reading Minnesota Comprehensive Assessment (MCA-IV) taken in the spring of 2026.

Reading: Control's Overall MCA-IV Results

Control did not complete the test. The student did not complete a sufficient number of items to receive a score. Please contact your student's school for further information.



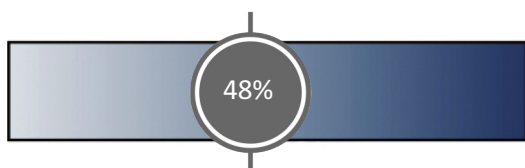
Scan the QR code to access a video about the new reading assessments or go to the [MDE Students and Families Statewide Testing Assessment Results website](https://education.mn.gov/students-and-families/statewide-testing/assessment-results) (education.mn.gov > Students and Families > Programs and Initiatives > Statewide Testing > Assessment Results).



Reading MCA-IV: Percentage of Grade 4 Students Demonstrating Proficiency



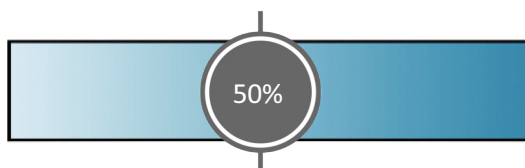
State



District



School



Your Student's Performance History on the Reading MCA-IV

Student Grade	Testing Year	Performance Level
3		
4	2026	Not Completed
5		
6		
7		
8		

Reading MCA-IV was first administered in 2026. Your student may have taken other statewide reading assessments in past years.

Your Student's Overall Performance

No Test Data Available.

Performance in Grade 4 Reading Content Areas

Control's performance is also reported for two areas within the Reading strand of the Minnesota Academic Standards in English Language Arts.

Additional Performance Details	
Themes, Central Ideas, Details and Vocabulary (Standards 4 & 8) Your student's performance:	No Test Data Available
Structure, Author's Perspective, Arguments, Relevancy, and Credibility (Standards 5, 6, 7, 9) Your student's performance:	No Test Data Available

How to request this report in a translated language or an alternative format:

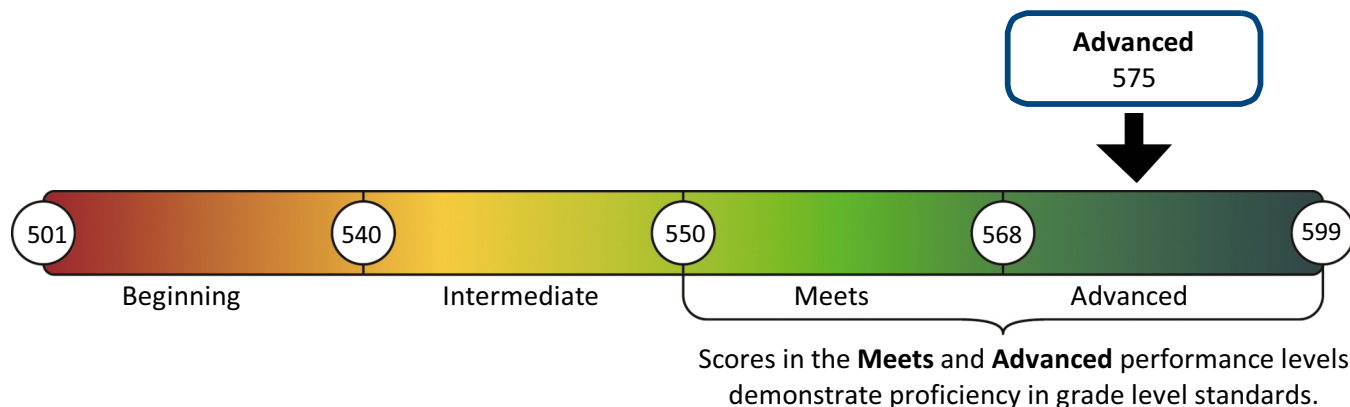
A video about this assessment can be accessed through the QR code on page 1. It is available in ten translated languages. This ISR may also be made available in another translated language or an alternative format, such as large print, braille, or as an audio file. Contact MDE by email at mde.testing@state.mn.us or by phone at 651-582-8674. TTY users may call the Minnesota Relay Service at 711.



These are Control's results from the Reading Minnesota Comprehensive Assessment (MCA-IV) taken in the spring of 2026.

Reading: Control's Overall MCA-IV Results

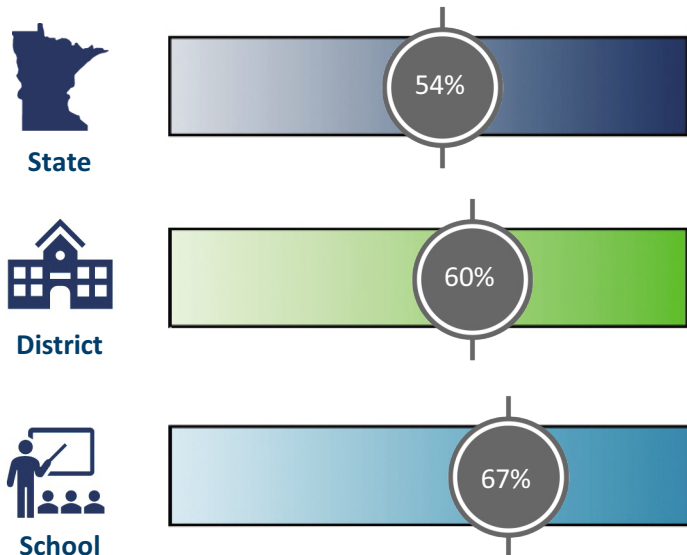
Control's score of 575 shows evidence of learning at the **Advanced** level for grade-level expectations in the academic standards when engaging with texts of high complexity. The Reading MCA measures student learning within the Reading strand of the Minnesota Academic Standards in English Language Arts.



Scan the QR code to access a video about the new reading assessments or go to the [MDE Students and Families Statewide Testing Assessment Results website](https://education.mn.gov/students-and-families/statewide-testing/assessment-results) (education.mn.gov > Students and Families > Programs and Initiatives > Statewide Testing > Assessment Results).



Reading MCA-IV: Percentage of Grade 5 Students Demonstrating Proficiency



Your Student's Performance History on the Reading MCA-IV

Student Grade	Testing Year	Performance Level
3		
4		
5	2026	Advanced
6		
7		
8		

Reading MCA-IV was first administered in 2026. Your student may have taken other statewide reading assessments in past years.

Your Student's Overall Performance

Control's score of 575 shows evidence of learning at the **Advanced** level for grade-level expectations in the academic standards when engaging with texts of high complexity. The Reading MCA measures student learning within the Reading strand of the Minnesota Academic Standards in English Language Arts.

A grade 5 student with a score at the Advanced level shows evidence of being able to:

- Summarize the text, evaluate how specific and implied details develop the theme and central idea and support inferences, evaluate how literary elements evolve, define vocabulary using context clues and word parts, and evaluate figurative language and word choice.
- Evaluate how text organization and features develop narrative point of view and convey implied meaning, evaluate information from firsthand and secondhand accounts (including those by Dakota and Anishinaabe authors) to analyze differences in perspective and historical context, critique an author's argument by evaluating how bias influences the text, and justify validity and credibility.

Performance in Grade 5 Reading Content Areas

Control's performance is also reported for two areas within the Reading strand of the Minnesota Academic Standards in English Language Arts.

Additional Performance Details

Themes, Central Ideas, Details and Vocabulary (Standards 4 & 8) Your student's performance: Above Expectations	Students with performance above expectations for Themes, Central Ideas, Details and Vocabulary typically show evidence of being able to: • Analyze how an author uses subtle or implied details to develop a complex theme. • Evaluate how characters and their relationships change and evolve throughout a story. • Analyze an author's specific word choices, including figurative language (such as simile or metaphor), and evaluate how they impact the text's meaning and tone. • Evaluate evidence and quotes from a text to explain ideas, make inferences, and support conclusions. • Summarize and explain the overall meaning of a story or informational text.
Structure, Author's Perspective, Arguments, Relevancy, and Credibility (Standards 5, 6, 7, 9) Your student's performance: Above Expectations	Students with performance above expectations for Structure, Author's Perspective, Arguments, Relevancy, and Credibility typically show evidence of being able to: • Evaluate how all parts of a literary text function to create the plot and setting and/or develop a point of view. • Evaluate an author's argument, including those by Dakota and Anishinaabe authors, by comparing how two different authors use evidence to support their opposing viewpoints. • Justify why a particular source is the most valid and credible choice for a research task. • Evaluate similarities and differences in texts written at different times and place the texts on a spectrum from fact to fiction. • Analyze how nonfiction texts are organized (for example, by sequence or description) and how features such as charts, visuals, or graphics add to understanding.

How to request this report in a translated language or an alternative format:

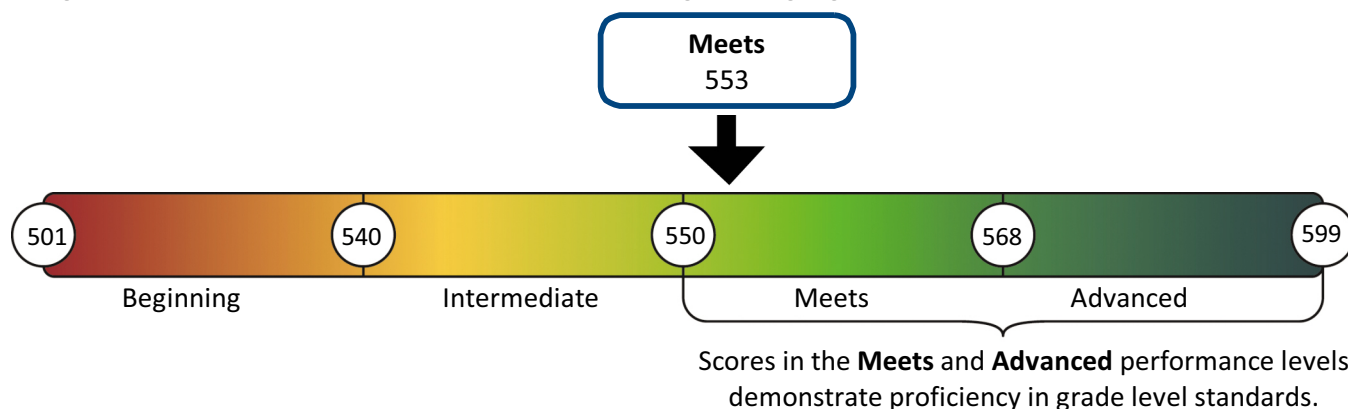
A video about this assessment can be accessed through the QR code on page 1. It is available in ten translated languages. This ISR may also be made available in another translated language or an alternative format, such as large print, braille, or as an audio file. Contact MDE by email at mde.testing@state.mn.us or by phone at 651-582-8674. TTY users may call the Minnesota Relay Service at 711.



These are Control's results from the Reading Minnesota Comprehensive Assessment (MCA-IV) taken in the spring of 2026.

Reading: Control's Overall MCA-IV Results

Control's score of 553 shows evidence of learning at the **Meets** level for grade-level expectations in the academic standards when engaging with grade-level text complexity. The Reading MCA measures student learning within the Reading strand of the Minnesota Academic Standards in English Language Arts.



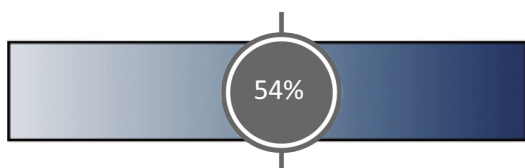
Scan the QR code to access a video about the new reading assessments or go to the [MDE Students and Families Statewide Testing Assessment Results website](https://education.mn.gov/students-and-families/statewide-testing/assessment-results) (education.mn.gov > Students and Families > Programs and Initiatives > Statewide Testing > Assessment Results).



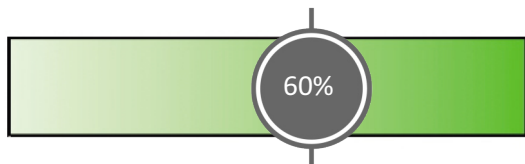
Reading MCA-IV: Percentage of Grade 5 Students Demonstrating Proficiency



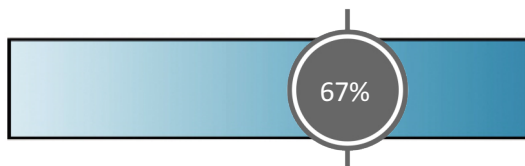
State



District



School



Your Student's Performance History on the Reading MCA-IV

Student Grade	Testing Year	Performance Level
3		
4		
5	2026	Meets
6		
7		
8		

Reading MCA-IV was first administered in 2026. Your student may have taken other statewide reading assessments in past years.

Your Student's Overall Performance

Control's score of 553 shows evidence of learning at the **Meets** level for grade-level expectations in the academic standards when engaging with grade-level text complexity. The Reading MCA measures student learning within the Reading strand of the Minnesota Academic Standards in English Language Arts.

A grade 5 student with a score at the Meets level shows evidence of being able to:

- Summarize the text, analyze how specific and implied details develop the theme and central idea and support inferences, analyze how literary elements are developed, define vocabulary using context clues and word parts, and analyze figurative language.
- Analyze how text organization and features contribute to text development, understanding, and narrative point of view, compare and contrast firsthand and secondhand accounts (including those by Dakota and Anishinaabe authors), analyze how time period impacts meaning, content, and style, analyze how perspective, bias, and use of fact and fiction influence the argument, and assess credibility, relevance, and validity.

Performance in Grade 5 Reading Content Areas

Control's performance is also reported for two areas within the Reading strand of the Minnesota Academic Standards in English Language Arts.

Additional Performance Details

Themes, Central Ideas, Details and Vocabulary (Standards 4 & 8) Your student's performance: At or Near Expectations	Students with performance at or near expectations for Themes, Central Ideas, Details and Vocabulary typically show evidence of being able to: • Summarize a text and accurately quote from it to support his, her, or their ideas and inferences and support their conclusions. • Analyze how specific details help develop the story's theme. • Analyze a word's meaning by recognizing its positive or negative feelings (connotation). • Analyze how people, events, or concepts are connected in informational texts and how characters or ideas change and develop in stories. • Understand and explain different kinds of word meaning, including figurative language (such as simile or metaphor), connotation, and precise vocabulary used in school subjects.
Structure, Author's Perspective, Arguments, Relevancy, and Credibility (Standards 5, 6, 7, 9) Your student's performance: At or Near Expectations	Students with performance at or near expectations for Structure, Author's Perspective, Arguments, Relevancy, and Credibility typically show evidence of being able to: • Explain how different chapters or scenes help create the story's overall theme and plot. • Analyze how an author's personal perspective might influence the evidence he, she, or they choose to include. • Evaluate different sources, including those of Dakota and Anishinaabe authors, to decide if they are credible and relevant • Use text features (such as pictures, charts, or videos) to better understand what they read and compare how those features add meaning across different texts. • Evaluate an author's argument by recognizing fact and opinion, considering the author's perspective, and noticing where bias might appear.

How to request this report in a translated language or an alternative format:

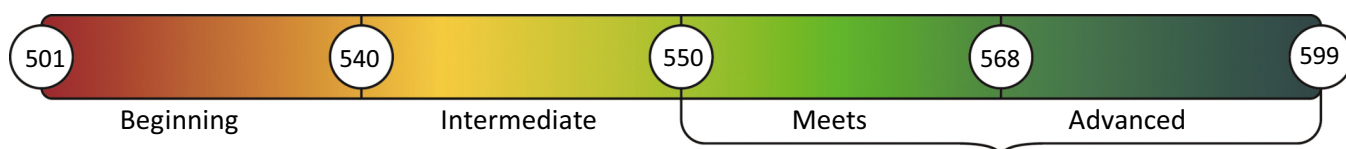
A video about this assessment can be accessed through the QR code on page 1. It is available in ten translated languages. This ISR may also be made available in another translated language or an alternative format, such as large print, braille, or as an audio file. Contact MDE by email at mde.testing@state.mn.us or by phone at 651-582-8674. TTY users may call the Minnesota Relay Service at 711.



These are Control's results from the Reading Minnesota Comprehensive Assessment (MCA-IV) taken in the spring of 2026.

Reading: Control's Overall MCA-IV Results

Control did not complete the test. The student did not complete a sufficient number of items to receive a score. Please contact your student's school for further information.



Scores in the **Meets** and **Advanced** performance levels demonstrate proficiency in grade level standards.



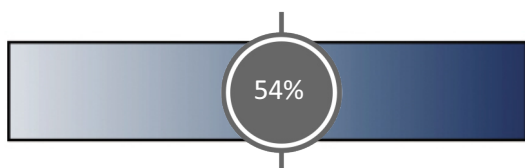
Scan the QR code to access a video about the new reading assessments or go to the [MDE Students and Families Statewide Testing Assessment Results website](https://education.mn.gov/students-and-families/statewide-testing/assessment-results) (education.mn.gov > Students and Families > Programs and Initiatives > Statewide Testing > Assessment Results).



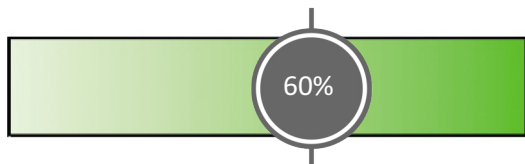
Reading MCA-IV: Percentage of Grade 5 Students Demonstrating Proficiency



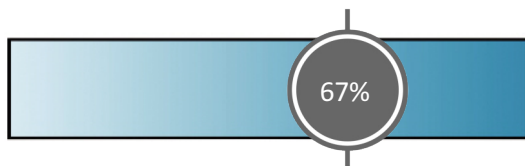
State



District



School



Your Student's Performance History on the Reading MCA-IV

Student Grade	Testing Year	Performance Level
3		
4		
5	2026	Not Completed
6		
7		
8		

Reading MCA-IV was first administered in 2026. Your student may have taken other statewide reading assessments in past years.

Your Student's Overall Performance

No Test Data Available.

Performance in Grade 5 Reading Content Areas

Control's performance is also reported for two areas within the Reading strand of the Minnesota Academic Standards in English Language Arts.

Additional Performance Details	
Themes, Central Ideas, Details and Vocabulary (Standards 4 & 8) Your student's performance:	No Test Data Available
Structure, Author's Perspective, Arguments, Relevancy, and Credibility (Standards 5, 6, 7, 9) Your student's performance:	No Test Data Available

How to request this report in a translated language or an alternative format:

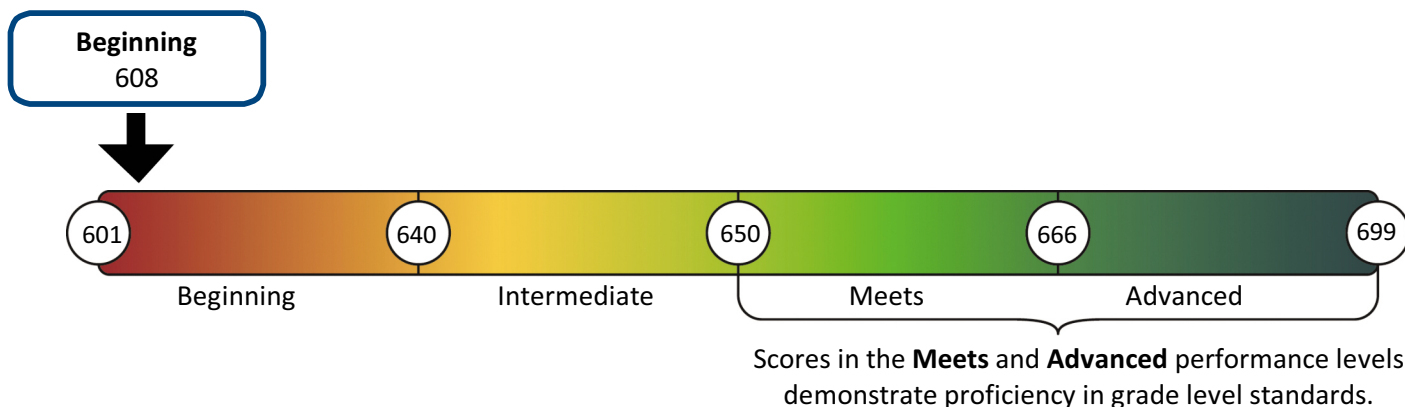
A video about this assessment can be accessed through the QR code on page 1. It is available in ten translated languages. This ISR may also be made available in another translated language or an alternative format, such as large print, braille, or as an audio file. Contact MDE by email at mde.testing@state.mn.us or by phone at 651-582-8674. TTY users may call the Minnesota Relay Service at 711.



These are Control's results from the Reading Minnesota Comprehensive Assessment (MCA-IV) taken in the spring of 2026.

Reading: Control's Overall MCA-IV Results

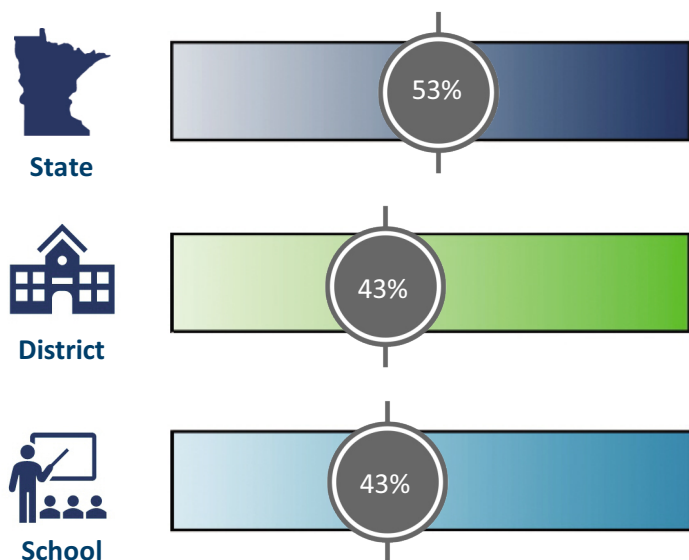
Control's score of 608 shows evidence of learning at the **Beginning** level for grade-level expectations in the academic standards when engaging with texts of low to moderate complexity. The Reading MCA measures student learning within the Reading strand of the Minnesota Academic Standards in English Language Arts.



Scan the QR code to access a video about the new reading assessments or go to the [MDE Students and Families Statewide Testing Assessment Results website](https://education.mn.gov/students-and-families/statewide-testing/assessment-results) (education.mn.gov > Students and Families > Programs and Initiatives > Statewide Testing > Assessment Results).



Reading MCA-IV: Percentage of Grade 6 Students Demonstrating Proficiency



Your Student's Performance History on the Reading MCA-IV

Student Grade	Testing Year	Performance Level
3		
4		
5		
6	2026	Beginning
7		
8		

Reading MCA-IV was first administered in 2026. Your student may have taken other statewide reading assessments in past years.

Your Student's Overall Performance

Control's score of 608 shows evidence of learning at the **Beginning** level for grade-level expectations in the academic standards when engaging with texts of low to moderate complexity. The Reading MCA measures student learning within the Reading strand of the Minnesota Academic Standards in English Language Arts.

A grade 6 student with a score at the Beginning level shows evidence of being able to:

- Summarize the text, identify the stated theme or central idea using evidence, describe how characters respond to the plot, describe how informational texts introduce events and concepts, identify how word choices impact meaning, and define vocabulary with use of context clues.
- Identify how parts of a text contribute to the development of literary elements and ideas, identify how an author's perspective (including that of Dakota and Anishinaabe authors) differs in multiple accounts of the same event, recognize the central argument, and identify the evidence used to support an argument.

Performance in Grade 6 Reading Content Areas

Control's performance is also reported for two areas within the Reading strand of the Minnesota Academic Standards in English Language Arts.

Additional Performance Details	
Themes, Central Ideas, Details and Vocabulary (Standards 4 & 8) Your student's performance: Below Expectations	Students with performance below expectations for Themes, Central Ideas, Details and Vocabulary typically show evidence of being able to: • Summarize what a text says and identify the main theme when it is stated directly. • Describe how characters react to the main events in a story's plot. • Explain how an author's simple word choices affect the story's or article's meaning. • Recognize how characters respond to story events and how information is introduced in texts.
Structure, Author's Perspective, Arguments, Relevancy, and Credibility (Standards 5, 6, 7, 9) Your student's performance: Below Expectations	Students with performance below expectations for Structure, Author's Perspective, Arguments, Relevancy, and Credibility typically show evidence of being able to: • Describe how a chapter, section, and/or text features develop the overall story or article. • Compare different points of view on the same topic, including those from Dakota and Anishinaabe authors. • Determine if an author's claims are supported by facts and can state whether a source is credible. • Distinguish fact from opinion and recognize sources in media as relevant or irrelevant.

How to request this report in a translated language or an alternative format:

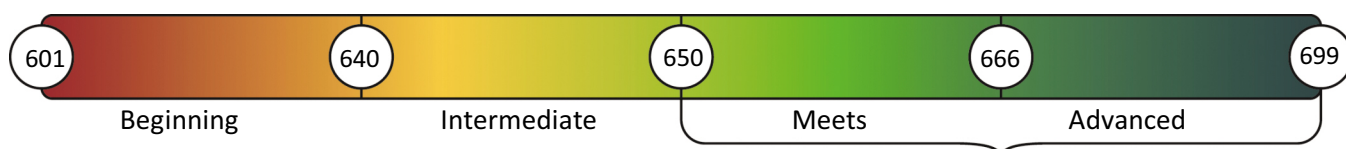
A video about this assessment can be accessed through the QR code on page 1. It is available in ten translated languages. This ISR may also be made available in another translated language or an alternative format, such as large print, braille, or as an audio file. Contact MDE by email at mde.testing@state.mn.us or by phone at 651-582-8674. TTY users may call the Minnesota Relay Service at 711.



These are Control's results from the Reading Minnesota Comprehensive Assessment (MCA-IV) taken in the spring of 2026.

Reading: Control's Overall MCA-IV Results

Control did not participate in the test. The student did not attempt the test for this subject. Please contact your student's school for further information.



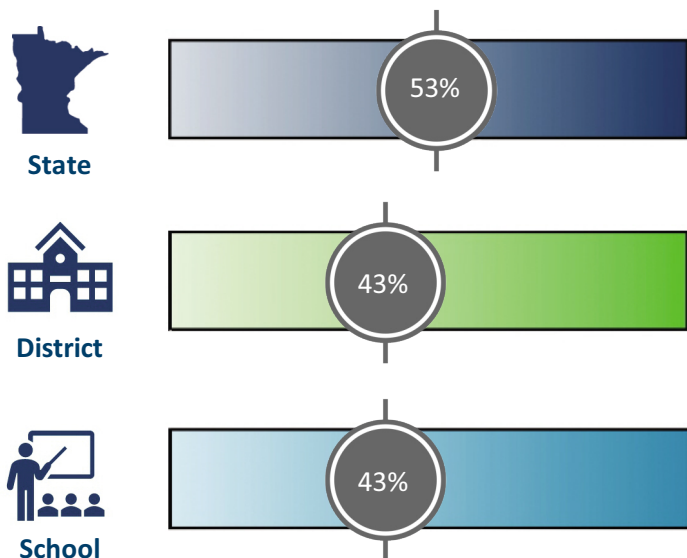
Scores in the **Meets** and **Advanced** performance levels demonstrate proficiency in grade level standards.



Scan the QR code to access a video about the new reading assessments or go to the [MDE Students and Families Statewide Testing Assessment Results website](https://education.mn.gov/students-and-families/statewide-testing/assessment-results) (education.mn.gov > Students and Families > Programs and Initiatives > Statewide Testing > Assessment Results).



Reading MCA-IV: Percentage of Grade 6 Students Demonstrating Proficiency



Your Student's Performance History on the Reading MCA-IV

Student Grade	Testing Year	Performance Level
3		
4		
5		
6	2026	Not Attempted
7		
8		

Reading MCA-IV was first administered in 2026. Your student may have taken other statewide reading assessments in past years.

Your Student's Overall Performance

No Test Data Available.

Performance in Grade 6 Reading Content Areas

Control's performance is also reported for two areas within the Reading strand of the Minnesota Academic Standards in English Language Arts.

Additional Performance Details	
Themes, Central Ideas, Details and Vocabulary (Standards 4 & 8) Your student's performance:	No Test Data Available
Structure, Author's Perspective, Arguments, Relevancy, and Credibility (Standards 5, 6, 7, 9) Your student's performance:	No Test Data Available

How to request this report in a translated language or an alternative format:

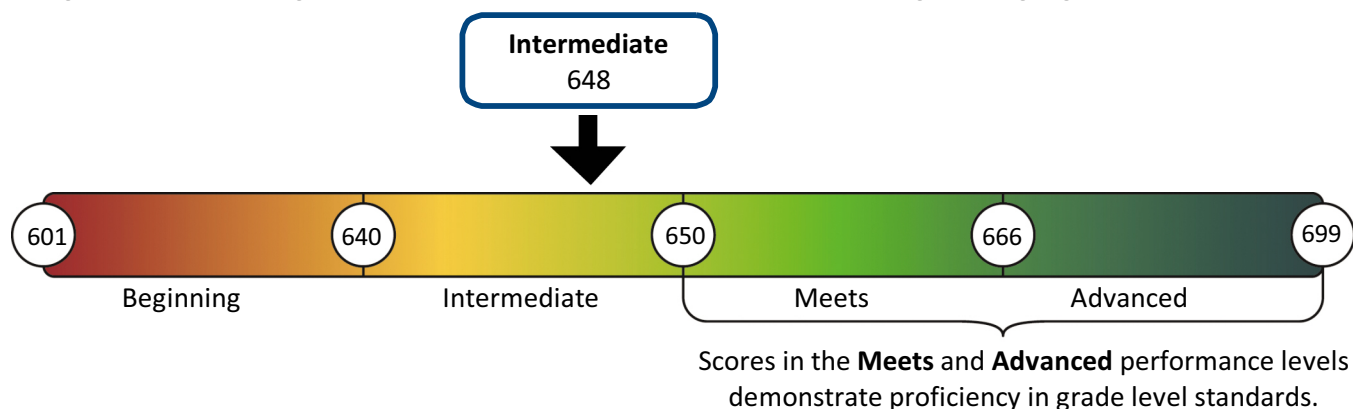
A video about this assessment can be accessed through the QR code on page 1. It is available in ten translated languages. This ISR may also be made available in another translated language or an alternative format, such as large print, braille, or as an audio file. Contact MDE by email at mde.testing@state.mn.us or by phone at 651-582-8674. TTY users may call the Minnesota Relay Service at 711.



These are Control's results from the Reading Minnesota Comprehensive Assessment (MCA-IV) taken in the spring of 2026.

Reading: Control's Overall MCA-IV Results

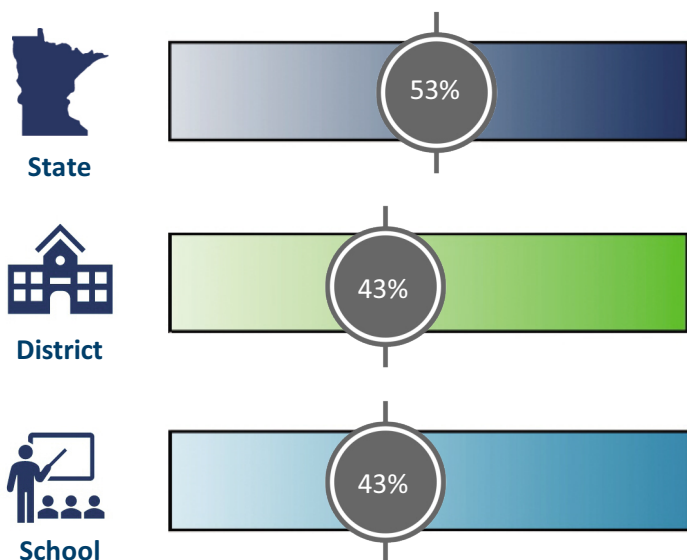
Control's score of 648 shows evidence of learning at the **Intermediate** level for grade-level expectations in the academic standards when engaging with texts of moderate complexity. The Reading MCA measures student learning within the Reading strand of the Minnesota Academic Standards in English Language Arts.



Scan the QR code to access a video about the new reading assessments or go to the [MDE Students and Families Statewide Testing Assessment Results website](https://education.mn.gov/students-and-families/statewide-testing/assessment-results) (education.mn.gov > Students and Families > Programs and Initiatives > Statewide Testing > Assessment Results).



Reading MCA-IV: Percentage of Grade 6 Students Demonstrating Proficiency



Your Student's Performance History on the Reading MCA-IV

Student Grade	Testing Year	Performance Level
3		
4		
5		
6	2026	Intermediate
7		
8		

Reading MCA-IV was first administered in 2026. Your student may have taken other statewide reading assessments in past years.

Your Student's Overall Performance

Control's score of 648 shows evidence of learning at the **Intermediate** level for grade-level expectations in the academic standards when engaging with texts of moderate complexity. The Reading MCA measures student learning within the Reading strand of the Minnesota Academic Standards in English Language Arts.

A grade 6 student with a score at the Intermediate level shows evidence of being able to:

- Summarize the text, make inferences, identify theme and implied central idea and how they are supported by evidence, describe how characters respond to the plot, describe how informational texts elaborate on events and concepts, explain how word choices impact meaning and tone, and define vocabulary with use of context clues.
- Describe how parts of a text contribute to the organization, theme, and development of ideas, describe different cultural perspectives (including those of Dakota and Anishinaabe authors) on the same topic, describe if claims are supported by evidence, and describe the argument by recognizing credibility and distinguishing between relevant and irrelevant evidence.

Performance in Grade 6 Reading Content Areas

Control's performance is also reported for two areas within the Reading strand of the Minnesota Academic Standards in English Language Arts.

Additional Performance Details

Themes, Central Ideas, Details and Vocabulary (Standards 4 & 8) Your student's performance: At or Near Expectations	Students with performance at or near expectations for Themes, Central Ideas, Details and Vocabulary typically show evidence of being able to: • Use clues in the text to make logical inferences about what the author is implying and make predictions about literary and informational text. • Analyze how the plot develops and how characters change because of events. • Analyze how specific word choices, like figurative language, impact the tone and meaning of a text. • Use context and word parts to understand technical or academic words.
Structure, Author's Perspective, Arguments, Relevancy, and Credibility (Standards 5, 6, 7, 9) Your student's performance: At or Near Expectations	Students with performance at or near expectations for Structure, Author's Perspective, Arguments, Relevancy, and Credibility typically show evidence of being able to: • Analyze how a specific chapter, scene, or section helps to develop the story's theme or plot or an article's focus or message. • Follow an author's argument throughout a text and evaluate the evidence used to support it. • Evaluate whether a media source is credible and relevant for a specific purpose. • Compare multiple accounts of events, identifying differences in perspective, including those from Dakota and Anishinaabe authors, and evaluating evidence for supporting claims.

How to request this report in a translated language or an alternative format:

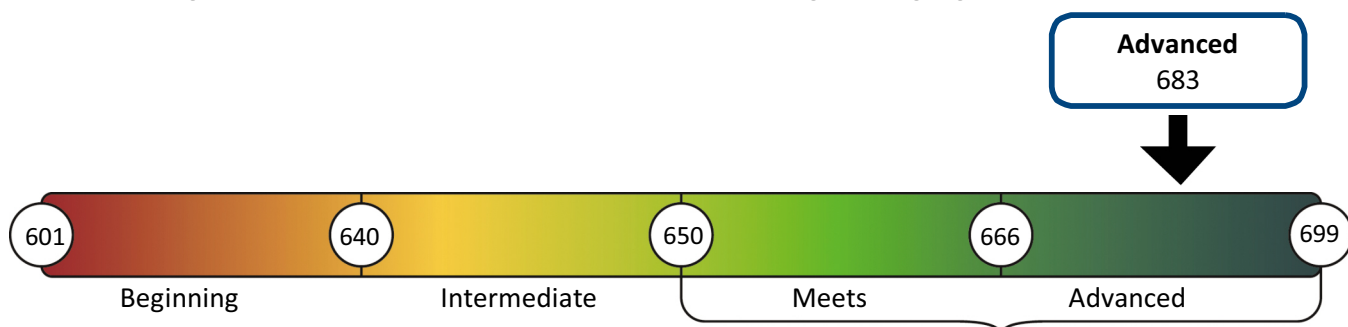
A video about this assessment can be accessed through the QR code on page 1. It is available in ten translated languages. This ISR may also be made available in another translated language or an alternative format, such as large print, braille, or as an audio file. Contact MDE by email at mde.testing@state.mn.us or by phone at 651-582-8674. TTY users may call the Minnesota Relay Service at 711.



These are Control's results from the Reading Minnesota Comprehensive Assessment (MCA-IV) taken in the spring of 2026.

Reading: Control's Overall MCA-IV Results

Control's score of 683 shows evidence of learning at the **Advanced** level for grade-level expectations in the academic standards when engaging with texts of high complexity. The Reading MCA measures student learning within the Reading strand of the Minnesota Academic Standards in English Language Arts.



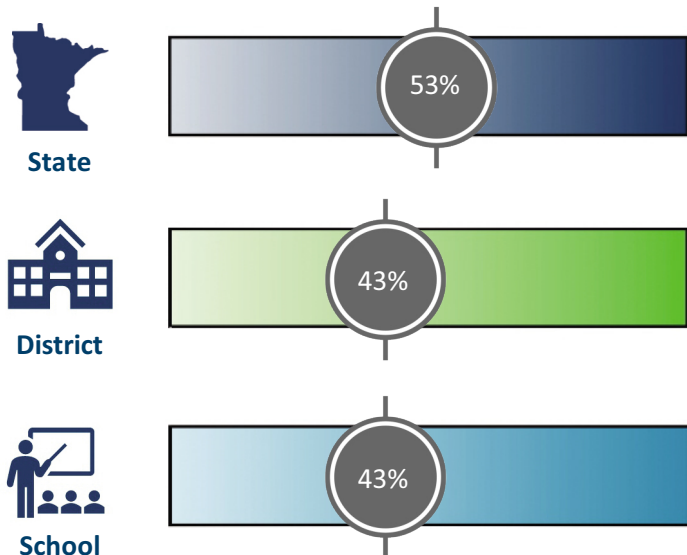
Scores in the **Meets** and **Advanced** performance levels demonstrate proficiency in grade level standards.



Scan the QR code to access a video about the new reading assessments or go to the [MDE Students and Families Statewide Testing Assessment Results website](https://education.mn.gov/students-and-families/statewide-testing/assessment-results) (education.mn.gov > Students and Families > Programs and Initiatives > Statewide Testing > Assessment Results).



Reading MCA-IV: Percentage of Grade 6 Students Demonstrating Proficiency



Your Student's Performance History on the Reading MCA-IV

Student Grade	Testing Year	Performance Level
3		
4		
5		
6	2026	Advanced
7		
8		

Reading MCA-IV was first administered in 2026. Your student may have taken other statewide reading assessments in past years.

Your Student's Overall Performance

Control's score of 683 shows evidence of learning at the **Advanced** level for grade-level expectations in the academic standards when engaging with texts of high complexity. The Reading MCA measures student learning within the Reading strand of the Minnesota Academic Standards in English Language Arts.

A grade 6 student with a score at the Advanced level shows evidence of being able to:

- Summarize the text, evaluate a text to make complex inferences, analyze the theme using specific and implied evidence, evaluate the development of plot and synthesize how characters respond to the plot, synthesize how informational texts develop events and concepts, and evaluate the impact of word choices, including figurative and technical language, and justify how they contribute to meaning and tone.
- Justify how parts of a text and text features contribute to organization, theme, and perspective, evaluate how different time periods and cultural perspectives (including that of Dakota and Anishinaabe people) influence the meaning of multiple accounts of the same event, and critique an argument by evaluating and assessing its credibility and ability to support claims.

Performance in Grade 6 Reading Content Areas

Control's performance is also reported for two areas within the Reading strand of the Minnesota Academic Standards in English Language Arts.

Additional Performance Details

Themes, Central Ideas, Details and Vocabulary (Standards 4 & 8) Your student's performance: Above Expectations	Students with performance above expectations for Themes, Central Ideas, Details and Vocabulary typically show evidence of being able to: • Support complex inferences with subtle evidence from the text. • Synthesize information from the entire story to explain how characters grow and change. • Evaluate how an author's specific word choices and use of rhythm create a unique tone and meaning. • Analyze figurative language and compare word usage in the text. • Synthesize plot development and information in literary and informational texts.
Structure, Author's Perspective, Arguments, Relevancy, and Credibility (Standards 5, 6, 7, 9) Your student's performance: Above Expectations	Students with performance above expectations for Structure, Author's Perspective, Arguments, Relevancy, and Credibility typically show evidence of being able to: • Evaluate an author's argument by analyzing the quality and relevance of their evidence. • Analyze the perspective and credibility of complex media sources, including those of Dakota and Anishinaabe authors. • Evaluate and synthesize how sophisticated word choices and text features impact meaning, tone, and style. • Evaluate and justify how text structure, sections, and features contribute to complex ideas, themes, and narrative viewpoint. • Analyze multiple accounts to identify complicated perspectives and follow central themes or arguments.

How to request this report in a translated language or an alternative format:

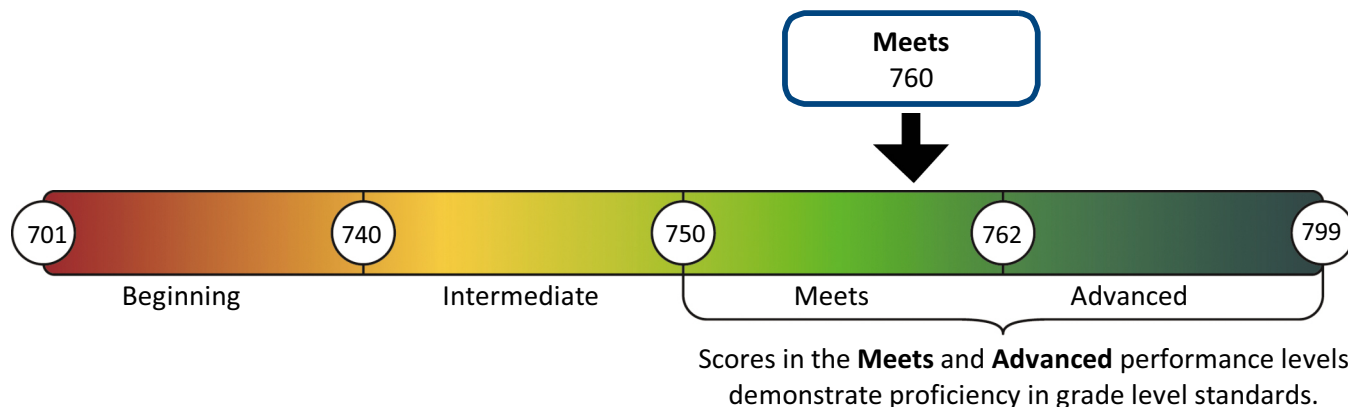
A video about this assessment can be accessed through the QR code on page 1. It is available in ten translated languages. This ISR may also be made available in another translated language or an alternative format, such as large print, braille, or as an audio file. Contact MDE by email at mde.testing@state.mn.us or by phone at 651-582-8674. TTY users may call the Minnesota Relay Service at 711.



These are Control's results from the Reading Minnesota Comprehensive Assessment (MCA-IV) taken in the spring of 2026.

Reading: Control's Overall MCA-IV Results

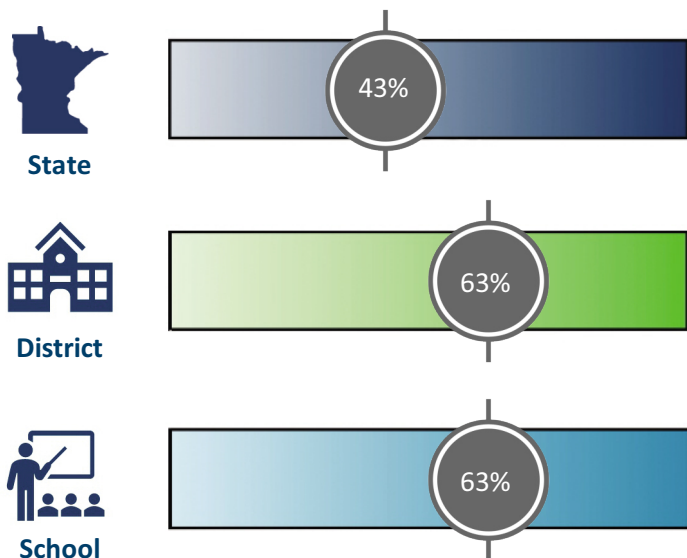
Control's score of 760 shows evidence of learning at the **Meets** level for grade-level expectations in the academic standards when engaging with grade-level text complexity. The Reading MCA measures student learning within the Reading strand of the Minnesota Academic Standards in English Language Arts.



Scan the QR code to access a video about the new reading assessments or go to the [MDE Students and Families Statewide Testing Assessment Results website](https://education.mn.gov/students-and-families/statewide-testing-assessment-results) (education.mn.gov > Students and Families > Programs and Initiatives > Statewide Testing > Assessment Results).



Reading MCA-IV: Percentage of Grade 7 Students Demonstrating Proficiency



Your Student's Performance History on the Reading MCA-IV

Student Grade	Testing Year	Performance Level
3		
4		
5		
6		
7	2026	Meets
8		

Reading MCA-IV was first administered in 2026. Your student may have taken other statewide reading assessments in past years.

Your Student's Overall Performance

Control's score of 760 shows evidence of learning at the **Meets** level for grade-level expectations in the academic standards when engaging with grade-level text complexity. The Reading MCA measures student learning within the Reading strand of the Minnesota Academic Standards in English Language Arts.

A grade 7 student with a score at the Meets level shows evidence of being able to:

- Summarize the text using implied and specific evidence, analyze how characters, plot, and theme are developed, analyze events and concepts in informational texts, and analyze the impact of an author's specific word choices by interpreting figurative language and explaining its impact on meaning and tone.
- Analyze how text organization, sequence of events, and text features contribute to meaning, tone, and credibility, analyze how an author (including Dakota and Anishinaabe authors) establishes credibility, examine how history is altered in fictional accounts, and analyze an author's argument by examining their claims, and the sufficiency of the supporting evidence.

Performance in Grade 7 Reading Content Areas

Control's performance is also reported for two areas within the Reading strand of the Minnesota Academic Standards in English Language Arts.

Additional Performance Details	
Themes, Central Ideas, Details and Vocabulary (Standards 4 & 8) Your student's performance: Above Expectations	Students with performance above expectations for Themes, Central Ideas, Details and Vocabulary typically show evidence of being able to: • Cite and evaluate multiple pieces of evidence from texts to support ideas, reach conclusions, and make judgments, while also summarizing complex stories and informational texts clearly. • Evaluate how themes and central ideas are developed, and compare how events, characters, settings, and concepts interact to create deeper meaning. • Apply context to understand challenging words and phrases, including figurative and connotative language. • Critique how word choices-whether figurative, connotative, or technical-affect meaning, tone, and relationships within a text.
Structure, Author's Perspective, Arguments, Relevancy, and Credibility (Standards 5, 6, 7, 9) Your student's performance: At or Near Expectations	Students with performance at or near expectations for Structure, Author's Perspective, Arguments, Relevancy, and Credibility typically show evidence of being able to: • Explain how the order of events, structure, and visuals (like pictures, charts, or videos) help create meaning and affect accuracy, credibility, perspective, and tone. • Recognize how an author's background or perspective builds credibility, including comparing fictional stories with historical accounts, especially about Dakota and Anishinaabe people. • Compare how authors write about the same topic by focusing on different evidence or viewpoints. • Explain arguments in informational texts by describing claims and reasoning and determining whether the evidence is strong enough. • Evaluate media sources for perspective, bias, credibility, and motivation, and compare them to judge trustworthiness.

How to request this report in a translated language or an alternative format:

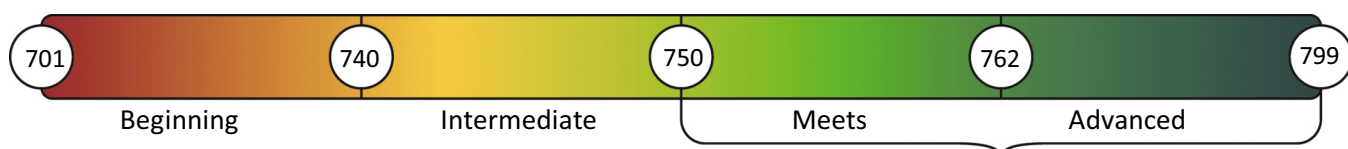
A video about this assessment can be accessed through the QR code on page 1. It is available in ten translated languages. This ISR may also be made available in another translated language or an alternative format, such as large print, braille, or as an audio file. Contact MDE by email at mde.testing@state.mn.us or by phone at 651-582-8674. TTY users may call the Minnesota Relay Service at 711.



These are CONTROL's results from the Reading Minnesota Comprehensive Assessment (MCA-IV) taken in the spring of 2026.

Reading: CONTROL's Overall MCA-IV Results

CONTROL did not complete the test. The student did not complete a sufficient number of items to receive a score. Please contact your student's school for further information.



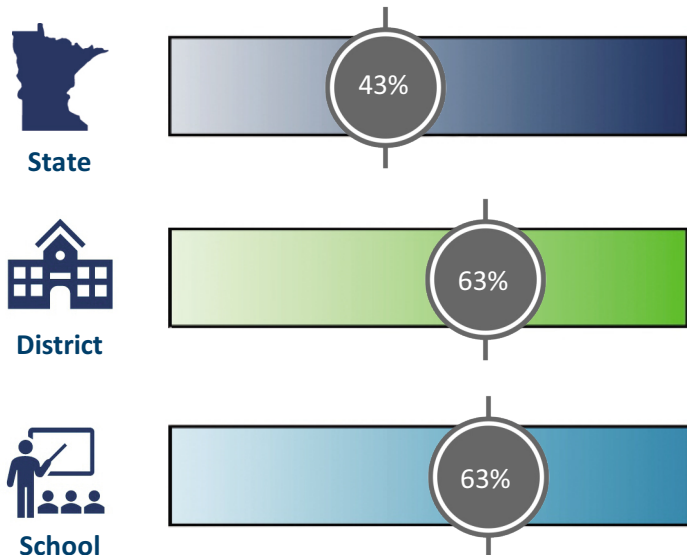
Scores in the **Meets** and **Advanced** performance levels demonstrate proficiency in grade level standards.



Scan the QR code to access a video about the new reading assessments or go to the [MDE Students and Families Statewide Testing Assessment Results website](https://education.mn.gov/students-and-families/statewide-testing/assessment-results) (education.mn.gov > Students and Families > Programs and Initiatives > Statewide Testing > Assessment Results).



Reading MCA-IV: Percentage of Grade 7 Students Demonstrating Proficiency



Your Student's Performance History on the Reading MCA-IV

Student Grade	Testing Year	Performance Level
3		
4		
5		
6		
7	2026	Not Completed
8		

Reading MCA-IV was first administered in 2026. Your student may have taken other statewide reading assessments in past years.

Your Student's Overall Performance

No Test Data Available.

Performance in Grade 7 Reading Content Areas

CONTROL's performance is also reported for two areas within the Reading strand of the Minnesota Academic Standards in English Language Arts.

Additional Performance Details	
Themes, Central Ideas, Details and Vocabulary (Standards 4 & 8) Your student's performance:	No Test Data Available
Structure, Author's Perspective, Arguments, Relevancy, and Credibility (Standards 5, 6, 7, 9) Your student's performance:	No Test Data Available

How to request this report in a translated language or an alternative format:

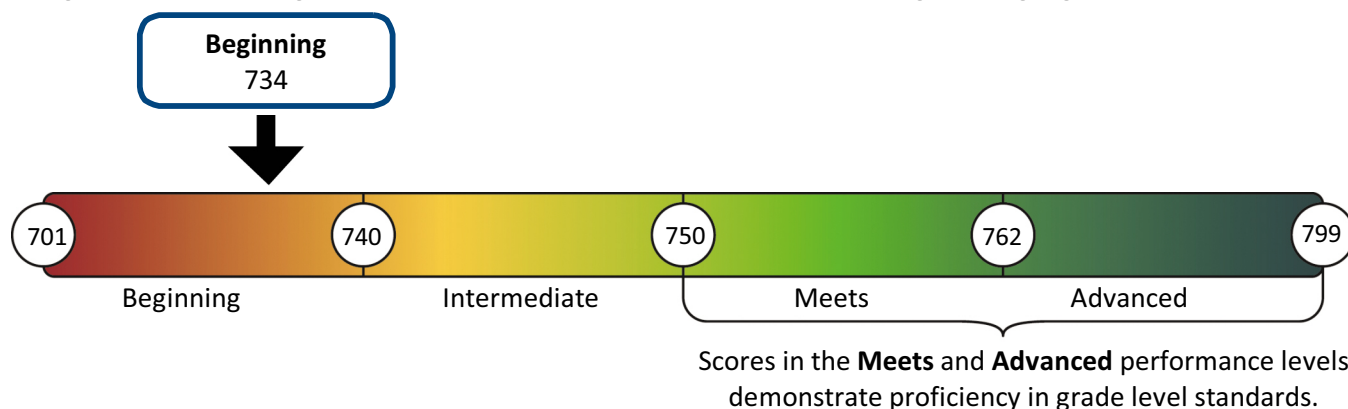
A video about this assessment can be accessed through the QR code on page 1. It is available in ten translated languages. This ISR may also be made available in another translated language or an alternative format, such as large print, braille, or as an audio file. Contact MDE by email at mde.testing@state.mn.us or by phone at 651-582-8674. TTY users may call the Minnesota Relay Service at 711.



These are Control's results from the Reading Minnesota Comprehensive Assessment (MCA-IV) taken in the spring of 2026.

Reading: Control's Overall MCA-IV Results

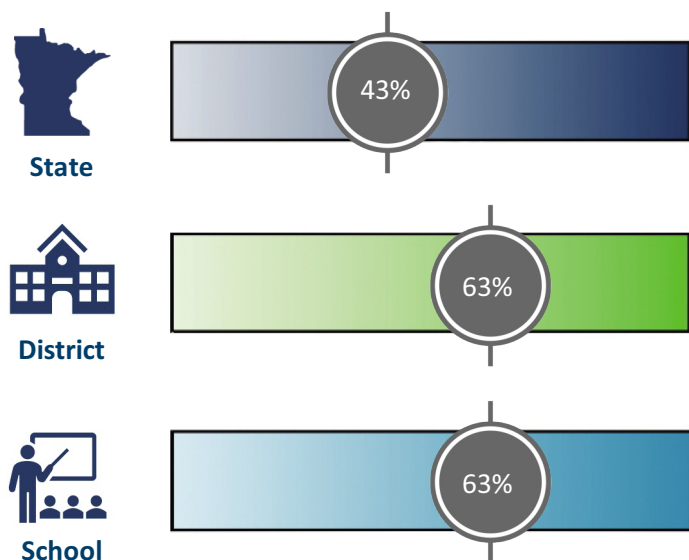
Control's score of 734 shows evidence of learning at the **Beginning** level for grade-level expectations in the academic standards when engaging with texts of low to moderate complexity. The Reading MCA measures student learning within the Reading strand of the Minnesota Academic Standards in English Language Arts.



Scan the QR code to access a video about the new reading assessments or go to the [MDE Students and Families Statewide Testing Assessment Results website](https://education.mn.gov/students-and-families/statewide-testing-assessment-results) (education.mn.gov > Students and Families > Programs and Initiatives > Statewide Testing > Assessment Results).



Reading MCA-IV: Percentage of Grade 7 Students Demonstrating Proficiency



Your Student's Performance History on the Reading MCA-IV

Student Grade	Testing Year	Performance Level
3		
4		
5		
6		
7	2026	Beginning
8		

Reading MCA-IV was first administered in 2026. Your student may have taken other statewide reading assessments in past years.

Your Student's Overall Performance

Control's score of 734 shows evidence of learning at the **Beginning** level for grade-level expectations in the academic standards when engaging with texts of low to moderate complexity. The Reading MCA measures student learning within the Reading strand of the Minnesota Academic Standards in English Language Arts.

A grade 7 student with a score at the Beginning level shows evidence of being able to:

- Summarize parts of the text, locate specific text evidence, identify the theme, identify similarities and differences between characters or ideas in the plot, compare events and concepts in informational texts, locate the meaning of vocabulary using context clues, and recognize when an author uses figurative language.
- Recognize how text organization and sequence of events contribute to the main idea, locate an author's stated perspective (including that of Dakota and Anishinaabe authors), recognize differences between a fictional and historical account of the same event, locate an author's argument and claims, recognize if the supporting evidence is sufficient, and locate bias and credibility.

Performance in Grade 7 Reading Content Areas

Control's performance is also reported for two areas within the Reading strand of the Minnesota Academic Standards in English Language Arts.

Additional Performance Details	
Themes, Central Ideas, Details and Vocabulary (Standards 4 & 8) Your student's performance: Below Expectations	Students with performance below expectations for Themes, Central Ideas, Details and Vocabulary typically show evidence of being able to: • Locate direct evidence from texts to make basic inferences in literary and informational text. • Summarize the main events, topics, themes, and ideas in the text. • Describe important interactions between characters, settings, events, and ideas to show how they connect. • Use nearby context clues to determine the meaning of unfamiliar words and recognize figurative language. • Recognize how specific word choices develop the meaning and tone of a text.
Structure, Author's Perspective, Arguments, Relevancy, and Credibility (Standards 5, 6, 7, 9) Your student's performance: Below Expectations	Students with performance below expectations for Structure, Author's Perspective, Arguments, Relevancy, and Credibility typically show evidence of being able to: • Identify and recognize how the order of events, structure, and visuals (like pictures, charts, or videos) help create meaning and set the tone in what they read and watch. • Recognize an author's perspective or background, including voices of Dakota and Anishinaabe people, and compare how authors may interpret the same topic differently. • Compare stories with historical accounts to understand differences in time, place, or character and to see how credibility is built. • Evaluate arguments and media sources by examining claims, evidence, credibility, perspective, and bias, and by deciding which sources are most trustworthy.

How to request this report in a translated language or an alternative format:

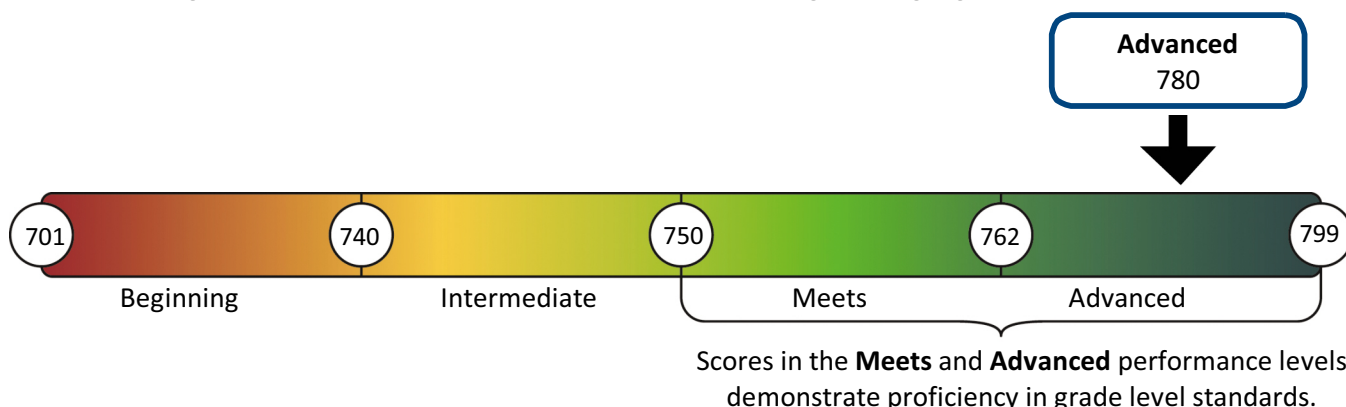
A video about this assessment can be accessed through the QR code on page 1. It is available in ten translated languages. This ISR may also be made available in another translated language or an alternative format, such as large print, braille, or as an audio file. Contact MDE by email at mde.testing@state.mn.us or by phone at 651-582-8674. TTY users may call the Minnesota Relay Service at 711.



These are Control's results from the Reading Minnesota Comprehensive Assessment (MCA-IV) taken in the spring of 2026.

Reading: Control's Overall MCA-IV Results

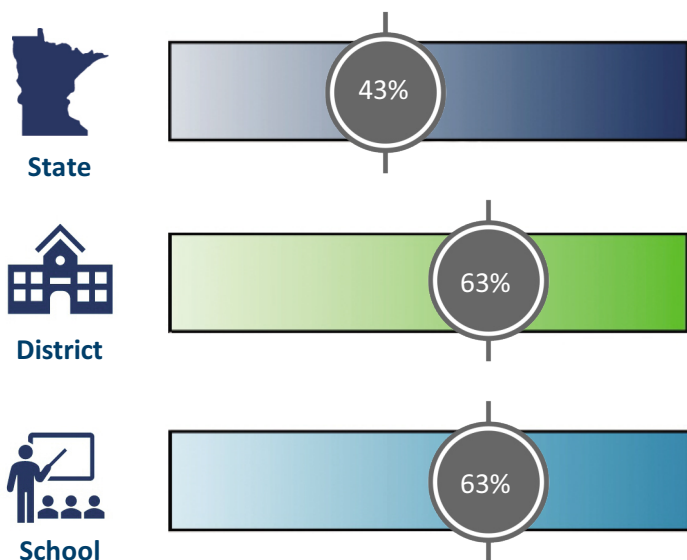
Control's score of 780 shows evidence of learning at the **Advanced** level for grade-level expectations in the academic standards when engaging with texts of high complexity. The Reading MCA measures student learning within the Reading strand of the Minnesota Academic Standards in English Language Arts.



Scan the QR code to access a video about the new reading assessments or go to the [MDE Students and Families Statewide Testing Assessment Results website](https://education.mn.gov/students-and-families/statewide-testing/assessment-results) (education.mn.gov > Students and Families > Programs and Initiatives > Statewide Testing > Assessment Results).



Reading MCA-IV: Percentage of Grade 7 Students Demonstrating Proficiency



Your Student's Performance History on the Reading MCA-IV

Student Grade	Testing Year	Performance Level
3		
4		
5		
6		
7	2026	Advanced
8		

Reading MCA-IV was first administered in 2026. Your student may have taken other statewide reading assessments in past years.

Your Student's Overall Performance

Control's score of 780 shows evidence of learning at the **Advanced** level for grade-level expectations in the academic standards when engaging with texts of high complexity. The Reading MCA measures student learning within the Reading strand of the Minnesota Academic Standards in English Language Arts.

A grade 7 student with a score at the Advanced level shows evidence of being able to:

- Summarize the text using implied and specific evidence, evaluate the development of complex characters, plot, and themes, evaluate events and concepts in informational texts, and evaluate and critique the use of complex language including figurative language to analyze its impact on meaning and tone.
- Evaluate how effectively text organization, sequence of events, and text features contribute to the overall meaning and tone, evaluate how an author (including Dakota and Anishinaabe authors) uses their perspective to establish credibility, critique how historical events are portrayed in fiction, assess bias and credibility, and critique an author's argument by evaluating the effectiveness of their claims and the sufficiency of the supporting evidence.

Performance in Grade 7 Reading Content Areas

Control's performance is also reported for two areas within the Reading strand of the Minnesota Academic Standards in English Language Arts.

Additional Performance Details

Themes, Central Ideas, Details and Vocabulary (Standards 4 & 8) Your student's performance: Above Expectations	Students with performance above expectations for Themes, Central Ideas, Details and Vocabulary typically show evidence of being able to: • Cite and evaluate multiple pieces of evidence from texts to support ideas, reach conclusions, and make judgments, while also summarizing complex stories and informational texts clearly. • Evaluate how themes and central ideas are developed, and compare how events, characters, settings, and concepts interact to create deeper meaning. • Apply context to understand challenging words and phrases, including figurative and connotative language. • Critique how word choices—whether figurative, connotative, or technical—affect meaning, tone, and relationships within a text.
Structure, Author's Perspective, Arguments, Relevancy, and Credibility (Standards 5, 6, 7, 9) Your student's performance: Above Expectations	Students with performance above expectations for Structure, Author's Perspective, Arguments, Relevancy, and Credibility typically show evidence of being able to: • Analyze how structure, organization, and visuals (charts, graphics, videos) create meaning, accuracy, and tone in texts. • Understand how authors' backgrounds and perspectives develop credibility, including comparing fictional and historical accounts (such as from Dakota and Anishinaabe authors). • Compare how different authors present the same topic by emphasizing different evidence or viewpoints. • Critique arguments by evaluating claims, reasoning, and the strength of supporting evidence. • Evaluate media sources for bias, credibility, motivation, and perspective, and compare them to judge trustworthiness.

How to request this report in a translated language or an alternative format:

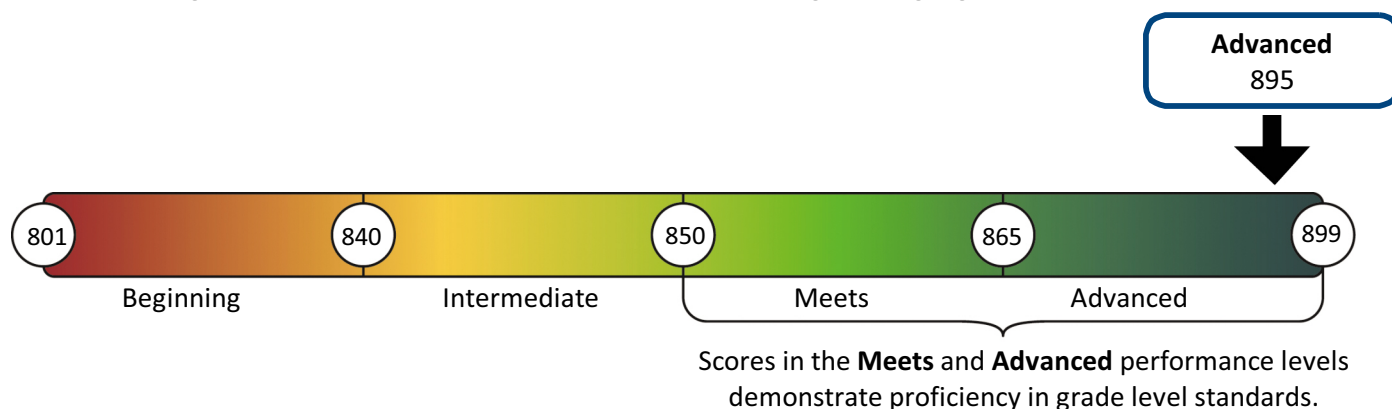
A video about this assessment can be accessed through the QR code on page 1. It is available in ten translated languages. This ISR may also be made available in another translated language or an alternative format, such as large print, braille, or as an audio file. Contact MDE by email at mde.testing@state.mn.us or by phone at 651-582-8674. TTY users may call the Minnesota Relay Service at 711.



These are Control's results from the Reading Minnesota Comprehensive Assessment (MCA-IV) taken in the spring of 2026.

Reading: Control's Overall MCA-IV Results

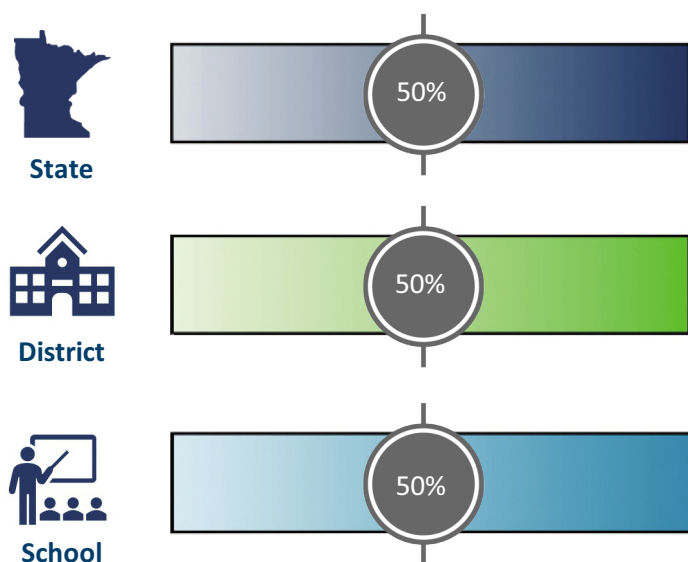
Control's score of 895 shows evidence of learning at the **Advanced** level for grade-level expectations in the academic standards when engaging with texts of high complexity. The Reading MCA measures student learning within the Reading strand of the Minnesota Academic Standards in English Language Arts.



Scan the QR code to access a video about the new reading assessments or go to the [MDE Students and Families Statewide Testing Assessment Results website](https://education.mn.gov/students-and-families/statewide-testing/assessment-results) (education.mn.gov > Students and Families > Programs and Initiatives > Statewide Testing > Assessment Results).



Reading MCA-IV: Percentage of Grade 8 Students Demonstrating Proficiency



Your Student's Performance History on the Reading MCA-IV

Student Grade	Testing Year	Performance Level
3		
4		
5		
6		
7		
8	2026	Advanced

Reading MCA-IV was first administered in 2026. Your student may have taken other statewide reading assessments in past years.

Your Student's Overall Performance

Control's score of 895 shows evidence of learning at the **Advanced** level for grade-level expectations in the academic standards when engaging with texts of high complexity. The Reading MCA measures student learning within the Reading strand of the Minnesota Academic Standards in English Language Arts.

A grade 8 student with a score at the Advanced level shows evidence of being able to:

- Summarize the text using specific and implied evidence, evaluate text evidence to critique how effectively the theme, characters, and main ideas are developed, evaluate how well connections are made between events and concepts in informational texts, and critique an author's use of vocabulary and its impact on the meaning, tone, and style of a text.
- Evaluate how text organization and features contribute to the meaning, style, and tone of a text, evaluate how effectively an author (including Dakota and Anishinaabe authors) develops a perspective, critique how modern texts transform myths or traditional stories or present conflicting information, justify or challenge an author's argument by evaluating the strength of the reasoning and evidence, and examine bias, motivation, and credibility.

Performance in Grade 8 Reading Content Areas

Control's performance is also reported for two areas within the Reading strand of the Minnesota Academic Standards in English Language Arts.

Additional Performance Details

Themes, Central Ideas, Details and Vocabulary (Standards 4 & 8) Your student's performance: Above Expectations	Students with performance above expectations for Themes, Central Ideas, Details and Vocabulary typically show evidence of being able to: • Evaluate and critique evidence and how ideas, characters, and themes are developed across multiple texts. • Analyze complex dialogue, plot, and relationships and summarize complex ideas while distinguishing subtle details and facts from opinions. • Interpret sophisticated word choice, literary devices, and context to evaluate meaning, tone, and style in literary and informational texts.
Structure, Author's Perspective, Arguments, Relevancy, and Credibility (Standards 5, 6, 7, 9) Your student's performance: Above Expectations	Students with performance above expectations for Structure, Author's Perspective, Arguments, Relevancy, and Credibility typically show evidence of being able to: • Evaluate how an author's choices about text structure and graphics effectively create a specific mood or strengthen a key concept. • Challenge an author's argument by evaluating the logic for fallacies and the evidence for irrelevance. • Judge the credibility of complex media by uncovering subtle bias and evaluating how well the author, including Dakota and Anishinaabe authors, achieves their purpose. • Evaluate and critique evidence, ideas, character development, themes, and connections across multiple texts. • Analyze complex dialogue, plot, and complex author perspectives, including relationships to myths or traditional stories.

How to request this report in a translated language or an alternative format:

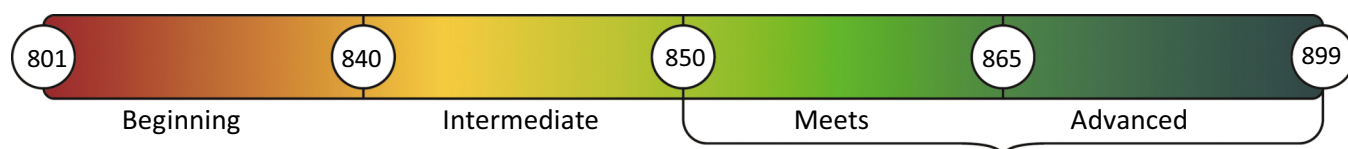
A video about this assessment can be accessed through the QR code on page 1. It is available in ten translated languages. This ISR may also be made available in another translated language or an alternative format, such as large print, braille, or as an audio file. Contact MDE by email at mde.testing@state.mn.us or by phone at 651-582-8674. TTY users may call the Minnesota Relay Service at 711.



These are CONTROL's results from the Reading Minnesota Comprehensive Assessment (MCA-IV) taken in the spring of 2026.

Reading: CONTROL's Overall MCA-IV Results

CONTROL did not complete the test. The student did not complete a sufficient number of items to receive a score. Please contact your student's school for further information.



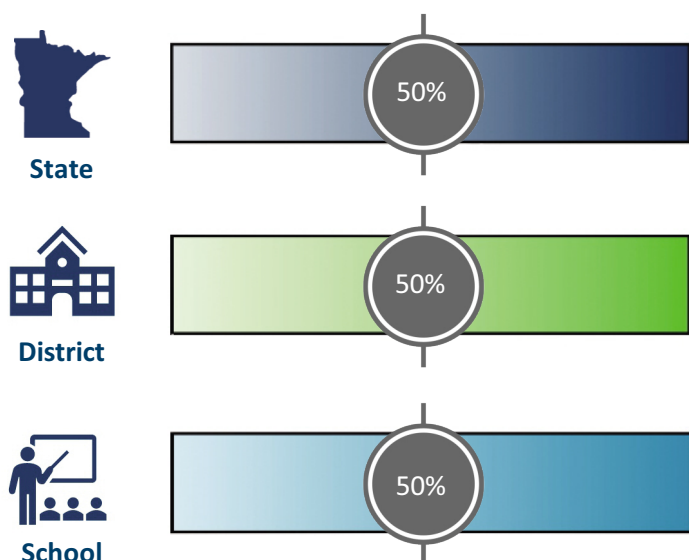
Scores in the **Meets** and **Advanced** performance levels demonstrate proficiency in grade level standards.



Scan the QR code to access a video about the new reading assessments or go to the [MDE Students and Families Statewide Testing Assessment Results website](https://education.mn.gov/students-and-families/statewide-testing-assessment-results) (education.mn.gov > Students and Families > Programs and Initiatives > Statewide Testing > Assessment Results).



Reading MCA-IV: Percentage of Grade 8 Students Demonstrating Proficiency



Your Student's Performance History on the Reading MCA-IV

Student Grade	Testing Year	Performance Level
3		
4		
5		
6		
7		
8	2026	Not Completed

Reading MCA-IV was first administered in 2026. Your student may have taken other statewide reading assessments in past years.

Your Student's Overall Performance

No Test Data Available.

Performance in Grade 8 Reading Content Areas

CONTROL's performance is also reported for two areas within the Reading strand of the Minnesota Academic Standards in English Language Arts.

Additional Performance Details	
Themes, Central Ideas, Details and Vocabulary (Standards 4 & 8) Your student's performance:	No Test Data Available
Structure, Author's Perspective, Arguments, Relevancy, and Credibility (Standards 5, 6, 7, 9) Your student's performance:	No Test Data Available

How to request this report in a translated language or an alternative format:

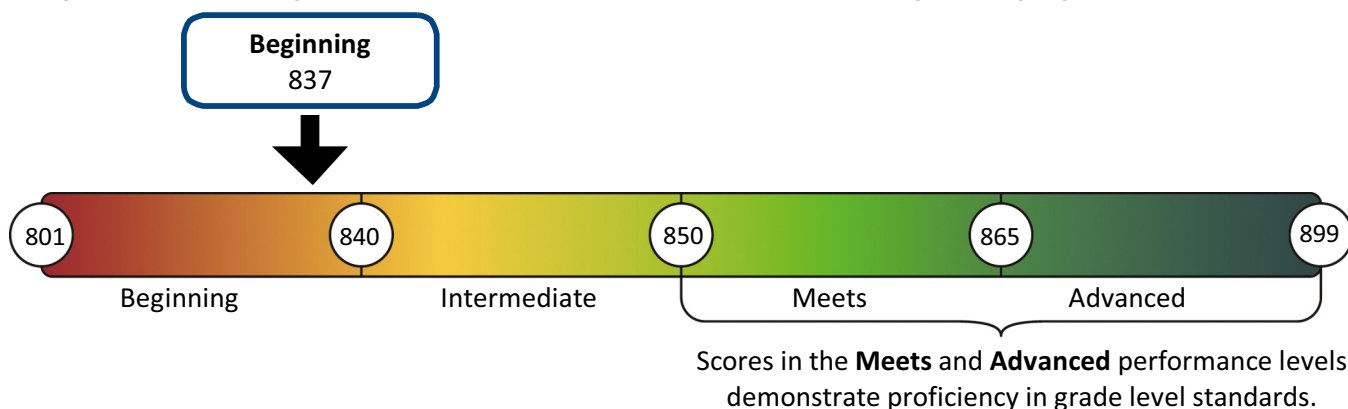
A video about this assessment can be accessed through the QR code on page 1. It is available in ten translated languages. This ISR may also be made available in another translated language or an alternative format, such as large print, braille, or as an audio file. Contact MDE by email at mde.testing@state.mn.us or by phone at 651-582-8674. TTY users may call the Minnesota Relay Service at 711.



These are Control's results from the Reading Minnesota Comprehensive Assessment (MCA-IV) taken in the spring of 2026.

Reading: Control's Overall MCA-IV Results

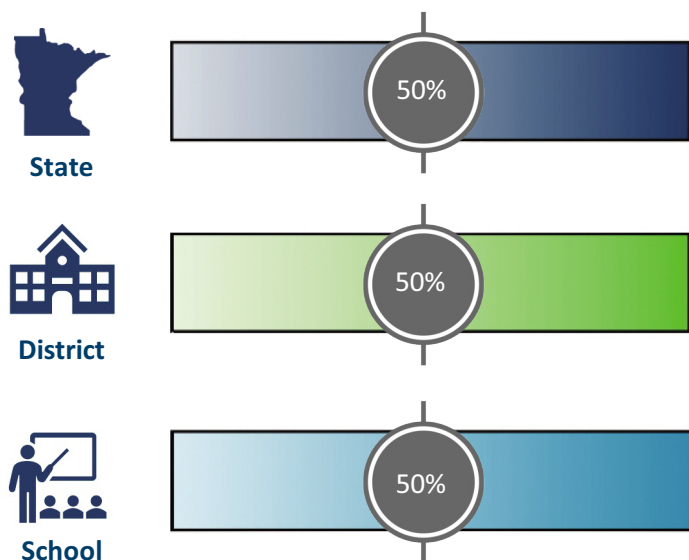
Control's score of 837 shows evidence of learning at the **Beginning** level for grade-level expectations in the academic standards when engaging with texts of low to moderate complexity. The Reading MCA measures student learning within the Reading strand of the Minnesota Academic Standards in English Language Arts.



Scan the QR code to access a video about the new reading assessments or go to the [MDE Students and Families Statewide Testing Assessment Results website](https://education.mn.gov/students-and-families/statewide-testing-assessment-results) (education.mn.gov > Students and Families > Programs and Initiatives > Statewide Testing > Assessment Results).



Reading MCA-IV: Percentage of Grade 8 Students Demonstrating Proficiency



Your Student's Performance History on the Reading MCA-IV

Student Grade	Testing Year	Performance Level
3		
4		
5		
6		
7		
8	2026	Beginning

Reading MCA-IV was first administered in 2026. Your student may have taken other statewide reading assessments in past years.

Your Student's Overall Performance

Control's score of 837 shows evidence of learning at the **Beginning** level for grade-level expectations in the academic standards when engaging with texts of low to moderate complexity. The Reading MCA measures student learning within the Reading strand of the Minnesota Academic Standards in English Language Arts.

A grade 8 student with a score at the Beginning level shows evidence of being able to:

- Summarize parts of the text, identify the theme, locate specific text evidence, identify connections between characters and events, identify connections between events and concepts in informational text, identify the meaning of vocabulary using context clues, and recognize the impact of word choices on a text's meaning.
- Recognize how text organization and features contribute to the theme or central idea, locate an author's perspective (including that of Dakota and Anishinaabe authors), identify differences and similarities between modern stories and myths or traditional stories, and locate the main argument in a text and identify the claims and reasons used to support it, recognizing if the evidence is relevant.

Performance in Grade 8 Reading Content Areas

Control's performance is also reported for two areas within the Reading strand of the Minnesota Academic Standards in English Language Arts.

Additional Performance Details	
Themes, Central Ideas, Details and Vocabulary (Standards 4 & 8) Your student's performance: Below Expectations	Students with performance below expectations for Themes, Central Ideas, Details and Vocabulary typically show evidence of being able to: • Cite general text details and evidence in literary and informational texts to understand and support main ideas, themes, and events or to develop basic conclusions or inferences. • Summarize direct texts by identifying important ideas versus minor details and recognize basic connections between characters, events, or concepts. • Recognize key words, phrases, or dialogue and use nearby or more distant context to explain meanings. • Explain how key word choices affect meaning or tone.
Structure, Author's Perspective, Arguments, Relevancy, and Credibility (Standards 5, 6, 7, 9) Your student's performance: Below Expectations	Students with performance below expectations for Structure, Author's Perspective, Arguments, Relevancy, and Credibility typically show evidence of being able to: • Identify the author's point of view, including that of Dakota and Anishinaabe authors, and can find examples of bias in media. • Identify basic text details, structure, and evidence to understand main ideas, themes, and events. • Recognize key words, phrases, and dialogue and use basic context to determine meaning. • Compare literary and informational texts in basic ways, recognize author viewpoints, and identify fact and opinion, or purpose, in media sources.

How to request this report in a translated language or an alternative format:

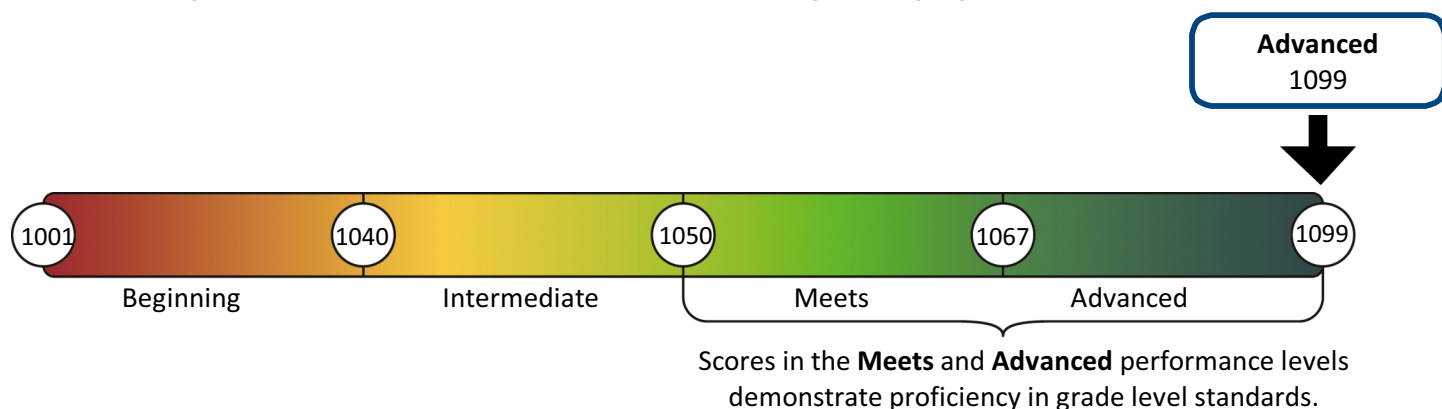
A video about this assessment can be accessed through the QR code on page 1. It is available in ten translated languages. This ISR may also be made available in another translated language or an alternative format, such as large print, braille, or as an audio file. Contact MDE by email at mde.testing@state.mn.us or by phone at 651-582-8674. TTY users may call the Minnesota Relay Service at 711.



These are Controller's results from the Reading Minnesota Comprehensive Assessment (MCA-IV) taken in the spring of 2026.

Reading: Controller's Overall MCA-IV Results

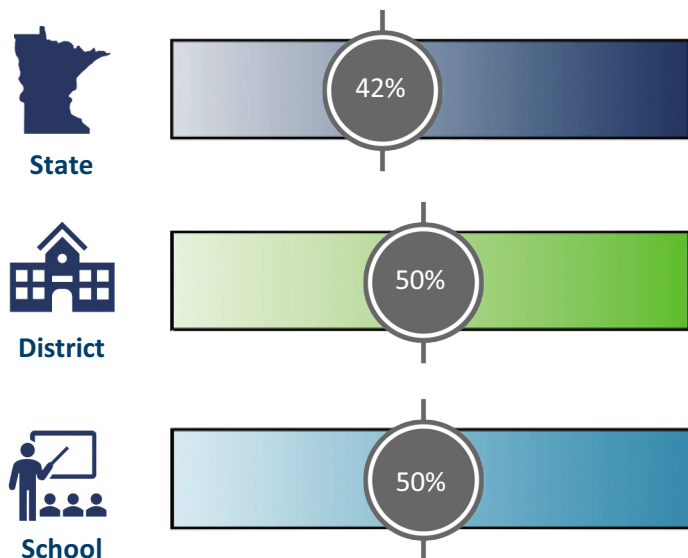
Controller's score of 1099 shows evidence of learning at the **Advanced** level for grade-level expectations in the academic standards when engaging with texts of high complexity. The Reading MCA measures student learning within the Reading strand of the Minnesota Academic Standards in English Language Arts.



Scan the QR code to access a video about the new reading assessments or go to the [MDE Students and Families Statewide Testing Assessment Results website](https://education.mn.gov/Students-and-Families/Statewide-Testing-Assessment-Results) (education.mn.gov > Students and Families > Programs and Initiatives > Statewide Testing > Assessment Results).



Reading MCA-IV: Percentage of Grade 10 Students Demonstrating Proficiency



Reading Career and College Readiness (CCR)

CONTROLLER's score is **1099**.

A score of **1055 or higher** is expected to be on track to demonstrate career and college readiness in reading on a college admissions test at the end of grade 11.

MCA Scores may be used by Minnesota State Colleges and Universities for the course level placement, refer to the Admissions website for more information (www.minnstate.edu/admissions).

Your Student's Overall Performance

Controller's score of 1099 shows evidence of learning at the **Advanced** level for grade-level expectations in the academic standards when engaging with texts of high complexity. The Reading MCA measures student learning within the Reading strand of the Minnesota Academic Standards in English Language Arts.

A grade 10 student with a score at the Advanced level shows evidence of being able to:

- Summarize the text, evaluate the development of multiple themes, critique how text organization and sequence of events support complex ideas and character development, evaluate connections between events and concepts in informational texts, and evaluate and critique the impact of complex vocabulary on the text's style and meaning.
- Evaluate connections between events and concepts in informational text, critique how an author's purpose and perspective (including those of Dakota and Anishinaabe authors) contribute to the style of a text, critique and challenge the arguments of multiple authors by evaluating the quality of their evidence and reasoning and evaluate bias and credibility.

Performance in Grade 10 Reading Content Areas

Controller's performance is also reported for two areas within the Reading strand of the Minnesota Academic Standards in English Language Arts.

Additional Performance Details

Themes, Central Ideas, Details and Vocabulary (Standards 4 & 8) Your student's performance: Above Expectations	Students with performance above expectations for Themes, Central Ideas, Details and Vocabulary typically show evidence of being able to: • Evaluate complex texts, citing multiple nuanced pieces of evidence to support conclusions and ideas. • Assess character development, relationships, and subtle plot elements. • Evaluate multiple themes or central ideas and their interactions. • Analyze the impact of complex or abstract word choices on meaning, style, and context. • Critique how authors present ideas or events in complex texts and informational sources.
Structure, Author's Perspective, Arguments, Relevancy, and Credibility (Standards 5, 6, 7, 9) Your student's performance: Above Expectations	Students with performance above expectations for Structure, Author's Perspective, Arguments, Relevancy, and Credibility typically show evidence of being able to: • Evaluate and critique complex texts for the effectiveness of event sequencing and plot and the development of ideas or claims. • Assess subtle details in illustrations and graphics for meaning and aesthetics. • Critique authors' (including Dakota and Anishinaabe authors') purpose, identity, bias, and use of evidence in complex texts, including opposing arguments. • Evaluate the relevance, sufficiency, and validity of reasoning in multiple authors' arguments. • Critique complex media sources for bias, credibility, relevance, fact and opinion, and overall trustworthiness.

How to request this report in a translated language or an alternative format:

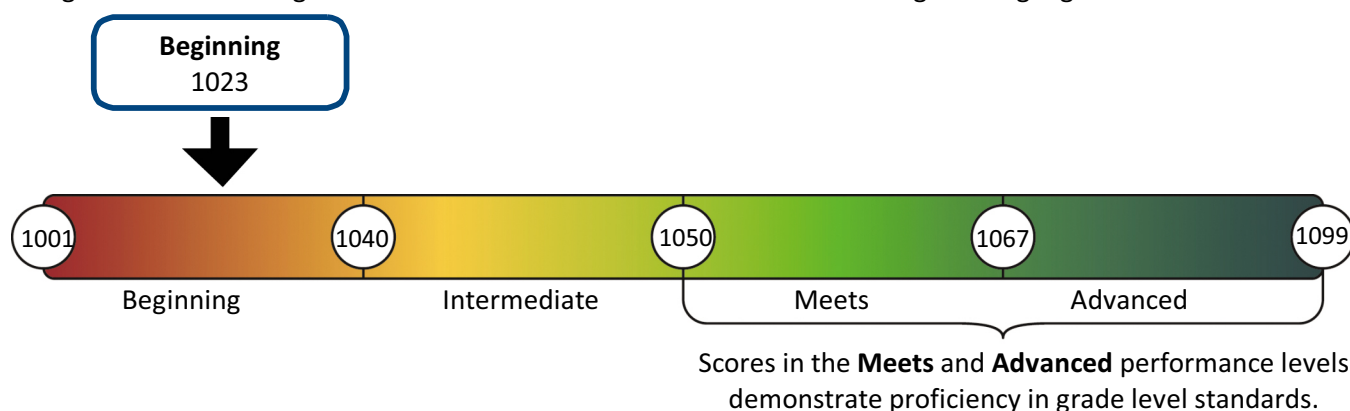
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These are Controller's results from the Reading Minnesota Comprehensive Assessment (MCA-IV) taken in the spring of 2026.

Reading: Controller's Overall MCA-IV Results

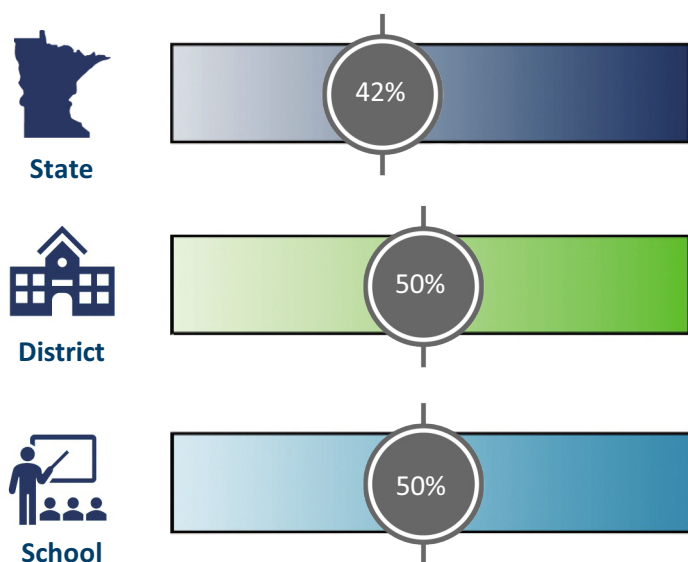
Controller's score of 1023 shows evidence of learning at the **Beginning** level for grade-level expectations in the academic standards when engaging with texts of low to moderate complexity. The Reading MCA measures student learning within the Reading strand of the Minnesota Academic Standards in English Language Arts.



Scan the QR code to access a video about the new reading assessments or go to the [MDE Students and Families Statewide Testing Assessment Results website](https://education.mn.gov/students-and-families/statewide-testing/assessment-results) (education.mn.gov > Students and Families > Programs and Initiatives > Statewide Testing > Assessment Results).



Reading MCA-IV: Percentage of Grade 10 Students Demonstrating Proficiency



Reading Career and College Readiness (CCR)

CONTROLLER's score is **1023**.

A score of **1055 or higher** is expected to be on track to demonstrate career and college readiness in reading on a college admissions test at the end of grade 11.

MCA Scores may be used by Minnesota State Colleges and Universities for the course level placement, refer to the Admissions website for more information (www.minnstate.edu/admissions).

Your Student's Overall Performance

Controller's score of 1023 shows evidence of learning at the **Beginning** level for grade-level expectations in the academic standards when engaging with texts of low to moderate complexity. The Reading MCA measures student learning within the Reading strand of the Minnesota Academic Standards in English Language Arts.

A grade 10 student with a score at the Beginning level shows evidence of being able to:

- Summarize parts of a text, identify text organization and sequence of events, locate specific text evidence that supports a text's main idea, theme, argument, or development of characters, identify connections between events and concepts in informational texts, and locate the meaning of vocabulary using context clues.
- Identify connections between events and concepts in informational text, recognize an author's purpose and perspective (including those of Dakota and Anishinaabe authors), understand that perspectives on the same topic may differ, and identify bias and credibility by locating the main argument and recognizing if the evidence is relevant.

Performance in Grade 10 Reading Content Areas

Controller's performance is also reported for two areas within the Reading strand of the Minnesota Academic Standards in English Language Arts.

Additional Performance Details

Themes, Central Ideas, Details and Vocabulary (Standards 4 & 8) Your student's performance: Below Expectations	Students with performance below expectations for Themes, Central Ideas, Details and Vocabulary typically show evidence of being able to: • Locate specific evidence in text to understand main ideas, characters, events, and plot. • Create basic inferences and summarize texts. • Recognize where authors introduce ideas, characters, or concepts. • Recognize main ideas, themes, and author's perspective or bias. • Uses context, root words, and affixes to understand word meanings.
Structure, Author's Perspective, Arguments, Relevancy, and Credibility (Standards 5, 6, 7, 9) Your student's performance: Below Expectations	Students with performance below expectations for Structure, Author's Perspective, Arguments, Relevancy, and Credibility typically show evidence of being able to: • Identify the order of events in stories, poems, drama, or informational texts. • Locate sentences, paragraphs, or illustrations that support the author's ideas or claims. • Recognize basic author purpose, perspective, or bias in texts, including Dakota and Anishinaabe authors. • Identify simple arguments and the evidence that supports them. • Recognize key information, fact, opinion, and basic credibility issues in media sources.

How to request this report in a translated language or an alternative format:

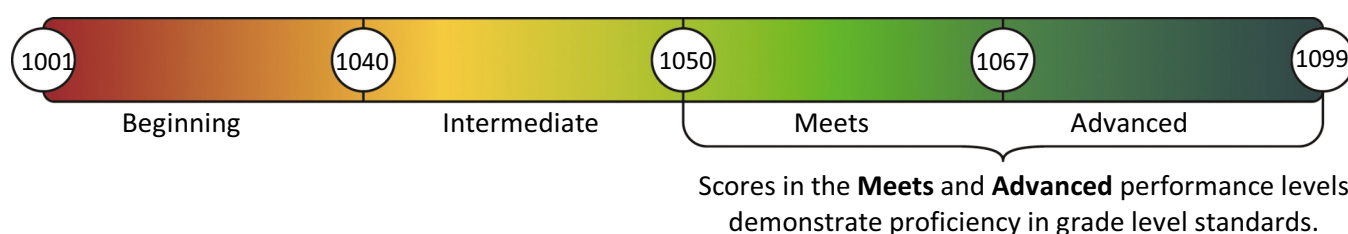
A video about this assessment can be accessed through the QR code on page 1. It is available in ten translated languages. This ISR may also be made available in another translated language or an alternative format, such as large print, braille, or as an audio file. Contact MDE by email at mde.testing@state.mn.us or by phone at 651-582-8674. TTY users may call the Minnesota Relay Service at 711.



These are Controller's results from the Reading Minnesota Comprehensive Assessment (MCA-IV) taken in the spring of 2026.

Reading: Controller's Overall MCA-IV Results

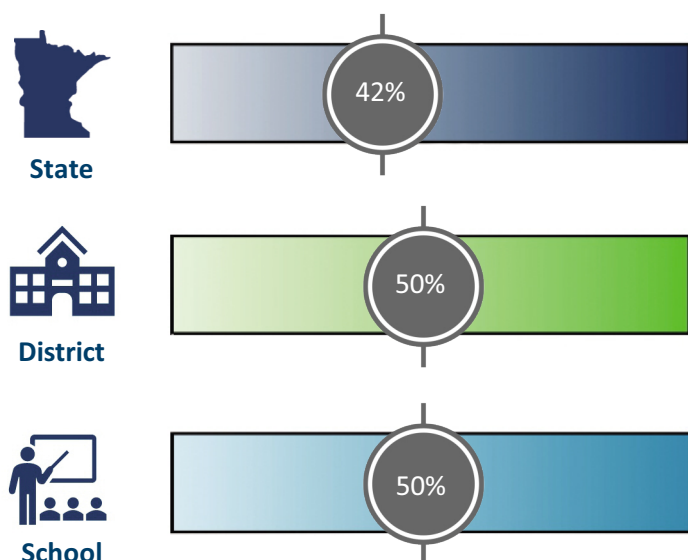
Controller's test was invalidated. No score is available. The student's test was invalidated by the school due to action by the student. Please contact your student's school for further information.



Scan the QR code to access a video about the new reading assessments or go to the [MDE Students and Families Statewide Testing Assessment Results website](https://education.mn.gov/Students-and-Families/Statewide-Testing-Assessment-Results) (education.mn.gov > Students and Families > Programs and Initiatives > Statewide Testing > Assessment Results).



Reading MCA-IV: Percentage of Grade 10 Students Demonstrating Proficiency



Reading Career and College Readiness (CCR)

Your student test was invalidated.

A score of **1055 or higher** is expected to be on track to demonstrate career and college readiness in reading on a college admissions test at the end of grade 11.

MCA Scores may be used by Minnesota State Colleges and Universities for the course level placement, refer to the Admissions website for more information (www.minnstate.edu/admissions).

Your Student's Overall Performance

No Test Data Available.

Performance in Grade 10 Reading Content Areas

Controller's performance is also reported for two areas within the Reading strand of the Minnesota Academic Standards in English Language Arts.

Additional Performance Details	
Themes, Central Ideas, Details and Vocabulary (Standards 4 & 8) Your student's performance:	No Test Data Available
Structure, Author's Perspective, Arguments, Relevancy, and Credibility (Standards 5, 6, 7, 9) Your student's performance:	No Test Data Available

How to request this report in a translated language or an alternative format:

A video about this assessment can be accessed through the QR code on page 1. It is available in ten translated languages. This ISR may also be made available in another translated language or an alternative format, such as large print, braille, or as an audio file. Contact MDE by email at mde.testing@state.mn.us or by phone at 651-582-8674. TTY users may call the Minnesota Relay Service at 711.