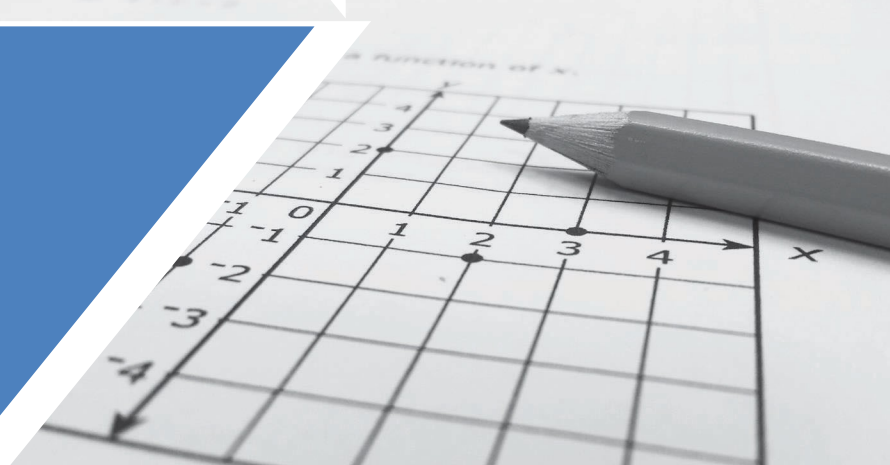
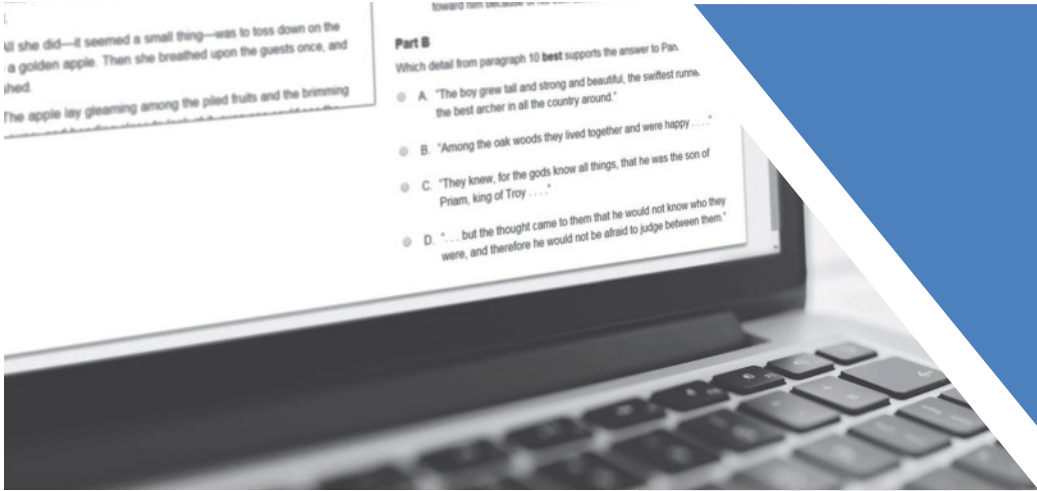


# Spring 2026



# MCAP Social Studies 8 Score Interpretation Guide for Educators

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## **1.0 General Information for Educators**

### **1.1 Background**

The Maryland Comprehensive Assessment Program (MCAP) will provide students, parents/caregivers, educators and the community with better student information at a faster pace. The goal is to gather information that helps Maryland schools strengthen our instruction and improve student performance so that our graduates are ready to move into the workforce or a postsecondary institution.

### **1.2 MCAP Social Studies 8 Assessments**

The primary purpose of MCAP is to provide high-quality assessments to measure students' progress toward college and career readiness.

The MCAP Social Studies 8 assessment was administered in either computer-based or paper-based format. The test assessed student mastery of the Maryland State Social Studies Standards: Civics, Peoples of the Nations and World, Geography, Economics, History, and Skills and Processes.

### **1.3 Confidentiality of Reporting Results**

Individual student performance results on the MCAP are confidential and may be released only in accordance with the Family Educational Rights and Privacy Act of 1974. (20 U.S.C. Section 1232g). Aggregated student performance data are made available to the public and do not contain the names of individual students or teachers.

### **1.4 Purpose of this Guide**

This guide provides information on the individual student reports, school reports, and Local Education Agency (LEA) reports provided for MCAP results. Section 2.0 outlines and explains elements of the individual student report. Section 3.0 outlines and explains elements of the school and LEA reports. Individual state policies and calculations for accountability reporting may differ from the policies and calculations used for assessment reports. A separate score interpretation guide is available for parents/caregivers.

## **2.0 Understanding the MCAP Individual Student Report (ISR)**

### **2.1 Types of Scores on the MCAP ISR**

Student performance on the MCAP Social Studies 8 assessment is described on the Individual Student Report (ISR) using scale scores, performance levels, and subclaim performance indicators. State, LEA, and school average results are included in relevant sections of the report to help parents/caregivers understand how their student's performance compares to that of other students. In some instances, a note will appear in place of average results for a school and/or LEA. This indicates that there are too few students to maintain student privacy and therefore results are not reported.

#### **2.1.1 Scale Score**

A scale score is a numerical value that summarizes student performance. Not all students respond to the same set of test items, so each student's raw score (actual points earned on test items) is adjusted for the slight differences in difficulty among the various forms and administrations of the test. The resulting scale score allows for an accurate comparison across test forms and administration years within a grade. For example, a student who earns an overall scale score of 750 on one form of the grade 8 social studies assessment would be expected to earn an overall scale score of 750 on any other form of the grade 8 social studies assessment.. Furthermore, the student's overall scale score and level of mastery of concepts and skills would be comparable to a student who took the same assessment the previous year or the following year.

#### **2.1.2 Performance Level**

Each performance level is a broad, categorical level defined by a student's overall scale score and is used to report overall student performance by describing how well students met the expectations for their grade level/course. Each performance level is defined by a range of overall scale scores for the assessment. There are four performance levels for the MCAP:

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

Students performing at levels 3 and 4 have demonstrated readiness for the next grade level/course, and ultimately, are likely on track for college and careers. Additional information pertaining to the test performance levels can be found in Appendix A.

#### **2.1.3 Sample of Social Studies 8 ISR**



Maryland Comprehensive Assessment Program

GRADE 8 SOCIAL STUDIES

A

FIRSTNAME002 H. LASTNAME002

Date of Birth: 11/02/2012 ID: 1312810616 Grade: 7

Local Education Agency (LEA): SAMPLE DISTRICT NAME

SAMPPL SCHOOL NAME1\_SCH2

MARYLAND

SPRING 2026

B

# Social Studies Assessment Report, 2025–2026

This report shows the level of proficiency attained by FIRSTNAME002 on the MCAP Assessment. The results from this summative assessment reflect a snapshot of your student's progress towards meeting the Maryland Social Studies Standards. These results should be used with school and district level assessments to gauge your student's progress towards proficiency in social studies.

## How Can You Use This Report?

C

Ask your student's teachers:

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

## MCAP Resources

For practice tests and additional resources pertaining to the MCAP Social Studies Assessments, please visit <https://marylandpublicschools.org/about/Pages/DAAIT/Assessment/MCAP/SocialStudies.aspx>

## How Did FIRSTNAME002 Perform Overall?

Performance Level 2

D

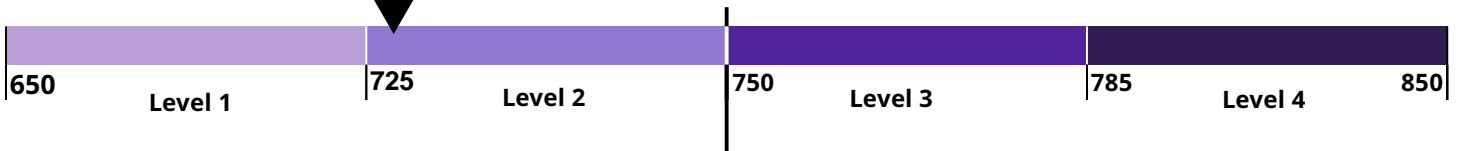
- Level 4 Distinguished Learner
- Level 3 Proficient Learner
- Level 2 Developing Learner
- Level 1 Beginning Learner

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

E

Your student's score

726



School Average



LEA Average



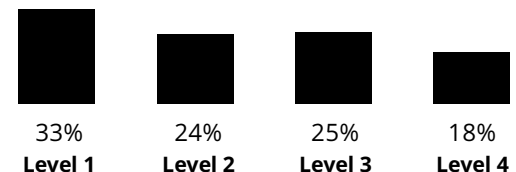
State Average



F

## How Students in Maryland Performed

G



Percent of students at each performance level

## How are assessment results used?

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

# How Did Your Student Perform in Social Studies?

## CIVICS

Your student performed about the same as other **Beginning Learners**. Students show proficiency by demonstrating the historical development of the fundamental concepts and processes of authority, power, and influence with particular emphasis on civic reasoning.

## PEOPLES OF THE NATIONS AND WORLD

Your student performed about the same as other **Beginning Learners**. Students show proficiency by demonstrating knowledge of the people of the United States and the world using a historically grounded, multidisciplinary approach in order to recognize multiple narratives and acknowledge the diversity and commonality of the human experience.

## GEOGRAPHY

Your student performed about the same as other **Beginning Learners**. Students show proficiency by demonstrating knowledge about the role of culture, technology, and the environment in the location, distribution, and impact of human activities using geographic tools and spatial thinking in order to demonstrate a significance of place.

## ECONOMICS

Your student performed about the same as other **Developing Learners**. Students show proficiency by demonstrating decisions made by individuals and groups using economic reasoning in order to understand the historical development and current status of economic principles, institutions, and processes needed to be effective citizens, consumers, and workers participating in local communities, the nation, and the world.

## HISTORY


Your student performed about the same as other **Proficient or Distinguished Learners**. Students show proficiency by demonstrating an understanding of significant events, ideas, beliefs, and themes to identify patterns and trends, and to analyze how individuals and societies have changed over time to make connections to the present in their communities, Maryland, the United States, and the world.

## SKILLS AND PROCESSES


Your student performed about the same as other **Beginning Learners**. Students show proficiency by inquiring about civics, geography, economics, history, and people and nations of the world using disciplinary literacy skills and processes to critically evaluate content through a variety of source materials across disciplines and use reading, writing, and other forms of communication to develop, defend, and critique arguments in order to take informed action.

### LEGEND

Your student performed about the same as:

 **Distinguished or Proficient Learners**

 **Developing Learners**

 **Beginning Learners**



## Social Studies Performance Level Descriptions

**Level 4 Distinguished Learners:** *Distinguished learners* demonstrate advanced proficiency in applying critical thinking to understand the historical development of the United States and its relationship to the present. Learners at this level demonstrate advanced proficiency in inquiring about history by recognizing multiple narratives and acknowledging diversity, analyzing geographic and economic impacts over time, and evaluating significant events, ideas, beliefs, and themes to identify trends and make connections. Distinguished learners are well prepared to analyze information, develop claims, and use evidence to communicate conclusions.

**Level 3 Proficient Learners:** *Proficient learners* demonstrate proficiency in applying critical thinking to understand the historical development of the United States and its relationship to the present. Learners at this level demonstrate proficiency in inquiring about history by recognizing multiple narratives and acknowledging diversity, analyzing geographic and economic impacts over time, and evaluating significant events, ideas, beliefs, and themes to identify trends and make connections. Proficient learners are prepared to analyze information, develop claims, and use evidence to communicate conclusions.

**Level 2 Developing Learners:** *Developing learners* demonstrate partial proficiency in applying critical thinking to understand the historical development of the United States and its relationship to the present. Learners at this level need additional academic support to inquire about history by recognizing multiple narratives and acknowledging diversity, analyzing geographic and economic impacts over time, and evaluating significant events, ideas, beliefs, and themes to identify trends and make connections. Developing learners need additional academic support to analyze information, develop claims, and use evidence to communicate conclusions.

**Level 1 Beginning Learners:** *Beginning learners* do not yet demonstrate proficiency in applying critical thinking to understand the historical development of the United States and its relationship to the present. Learners at this level need substantial academic support to inquire about history by recognizing multiple narratives and acknowledging diversity, analyzing geographic and economic impacts over time, and evaluating significant events, ideas, beliefs, and themes to identify trends and make connections. Beginning learners need substantial additional academic support to analyze information, develop claims, and use evidence to communicate conclusions.

## **2.1.4 General Description of Individual Student Reports**

### **A. Identification Information**

An Individual Student Report lists the student's name, date of birth, state student ID, grade level when assessed, LEA name, school name, and state. The grade level when assessed is also shown in a box on the left side of the report.

### **B. Description of Report**

The description of the report provides the grade level/course assessed, content area assessed, and assessment year. It also provides a general overview of the assessment and score report.

### **C. How to use the Report**

This section provides guidance on how parents/caregivers can use the report to start a discussion with their student's teacher(s). It is important for parents/caregivers and educators to have regular check-ins to ensure students are learning the necessary skills to stay on track. Parents/Caregivers can use the information in the report to understand their student's strengths and needs and to work with educators to identify resources to support his or her education.

## **2.1.5 Overall Assessment Scores**

### **D. Overall Scale Score and Performance Level**

This section of the report provides the student's overall scale score and performance level (refer to Section 2.1). Students receive an overall scale score and based on that score, are placed in one of four performance levels, with Level 4 indicating a Distinguished Learner and Level 1 indicating a Beginning Learner.

### **E. Graphical Representation of Overall Performance: Overall Scale Score and Performance Level**

This graphic provides an illustration of the four performance levels and where the student's overall scale score is positioned along the performance scale. The student's score is indicated by the black triangle positioned along the range of overall scale scores that define each performance level. The ranges of overall scale scores are indicated underneath the graphic. Refer to **Appendix A** for the full list of scale score ranges for each performance level.

### **F. Average of School, LEA, State**

The average overall scale scores of the school, LEA, and state are shown below the overall scale score and performance level graphic. This allows for comparing a student's overall scale score to the average overall scale score of students at the school, LEA, and state level for the same grade level.

### **G. Percentage of Students at Each Performance Level**

This section provides a bar graph showing the percentage of students within the state who performed at each of the four performance levels.

### **2.1.6 Performance by Reporting Category**

#### **H. Standards of Social Studies 8 Reporting Categories**

The report shows the student's performance on the six Maryland State Social Studies Standards: Civics, Peoples of the Nations and World, Geography, Economics, History, and Skills and Processes.

#### **I. Standards of Social Studies 8 Reporting Categories**

Student performance for each standard is represented by a graphic and includes a description of the student's performance in that category.

- **A completely filled in circle** for the specified dimension indicates the student as a "Distinguished Learner" or "Proficient Learner".
- **A half filled in circle** for the specified dimension indicates the student as a "Developing Learner".
- **An empty circle** for the specified dimension indicates the student as a "Beginning Learner".

#### **J. Social Studies 8 Performance Level Descriptions**

The report provides the performance level descriptions for the MCAP Social Studies 8 assessment.

## **3.0 Understanding the MCAP School & LEA Level Reports**

### **3.1 Purpose and Use of MCAP Results**

The primary purpose of MCAP is to provide high-quality assessments to measure students' progress toward college and career readiness. These results are a helpful tool in evaluating educational programs and student reports by

- Summarizing student achievement
- Describing student performance relative to meeting standards
- Supporting LEA and school level improvement planning

### **3.2 MCAP School and LEA Reports**

In addition to Individual Student Reports, schools will receive a school level and LEA level Demographic Performance Level Summary and Evidence Statement Analysis.

#### **3.2.1 Understanding the Demographic Performance Level Summary (DPLS)**

The Demographic Performance Level Summary reports are provided at the School and LEA Level. This report breaks out the performance aggregations into subcategory levels. In some instances, the overall performance will show as "Data suppressed to protect student privacy" in place of results for a school and/or LEA. This indicates that there are too few students to maintain student privacy and therefore results are not reported.

### 3.2.2 Sample of the Demographic Performance Level Summary

Program: 2025-2026 Spring Social Studies Test: MCAP Spring 2026 Social Studies Grade 8 Program Report

**B** MCAP Spring 2026 Social Studies Grade 8 **A** Maryland Customer

April 6 - May 29, 2026 Grade: 08 Social Studies 10721 Students

Filter Report

Reporting Category Summary | Item Analysis | Standard Performance | **Demographic Performance Level Summary**

**Performance Comparison** Export Report

Show score groups as a table Table Settings

Demographics	Score Count	Avg Scale Score	Avg Proficient	Performance Level	Civics Met Proficient	Civics	Peoples of the Nation and World Met Proficient	Peoples of the Nations and World	
All Students	10721	18% 2 Students			14%		16%		
Student Grades	07	11			27%		55%		
	08	438			53%		60%		
	09	3059	738	22%		22%		23%	
	10	3492	732	11%		9%		13%	
	11	2093	730	9%		8%		10%	
	12	1628	729	8%		9%		8%	
Gender	female	5225	734	15%		14%		16%	
	male	5379	734	15%		14%		17%	
	other	9	751	56%		67%		56%	
	unspecified	5	742	60%		60%		60%	
	Undefined	103	725	8%		8%		10%	
Race & Ethnicity	American Indian or Alaska Native	38	736	11%		11%		11%	

### 3.2.3 Description of the Demographic Performance Level Summary

#### A. Identification Information

The report identifies the LEA and School name.

#### B. Description of Report

The content area of the report, the grade of the assessment, and the administration year are identified.

#### C. Performance Level Key

The report displays performance levels in ADAM, enabling users to view the level number and the Percentage of students within each demographic category by hovering over the bars.

#### D. Demographic, Program Categories, and Number of Valid Scores

The demographic and program categories with student groups are listed on the left side of the table. Reporting categories includes: Student Grades, Gender, Race & Ethnicity, Economic Disadvantage, IEP, Limited English Proficiency and Section 504. The number valid scores appears below the demographic or program category. This includes students with a valid score. Students with no score or who were deleted from ADAM are not included.

#### E. Performance Level Results

The percentage of students who performed at the Distinguished Learner, Proficient Learner, Developing Learner, and Beginning Learner are displayed for each demographic or program student group.

**3.2.4 Understanding the Evidence Statement Analysis**

The Evidence Statement Analysis Report is a two-page report that analyzes the performance of the Maryland State Social Studies Standards. Page 1 of the Evidence Statement Analysis shows the performance by standard in graph form. Page 2 of the Evidence Statement Analysis shows the operational standards for the given grade and subject sorted by difficulty.

**3.2.5 Sample of the Evidence Statement Analysis**



School Evidence Statement Analysis

Grade 8

CONFIDENTIAL - DO NOT DISTRIBUTE

**A**

SAMPLE SCHOOL NAME  
SAMPLE DISTRICT NAME  
MARYLAND  
SPRING 2026

SOCIAL STUDIES  
Grade 8 Assessment, 2025–2026

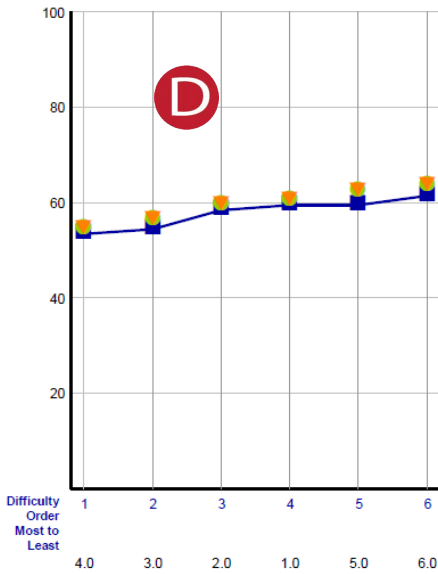
**B**

**F**

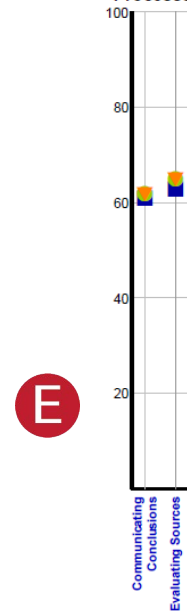
- State
- LEA
- ▼ School

**Students with Valid Scores (226)**

**Purpose:** This report presents the average percent correct by Standard for school, LEA and state.



**Skills & Processes**



**Evidence Statement**

Difficulty level is determined at the State level for all reports.  
Evidence Statements not tested in LEA or school are left blank.



# School Evidence Statement Analysis

Grade 8

CONFIDENTIAL - DO NOT DISTRIBUTE

SAMPLE SCHOOL NAME

SAMPLE DISTRICT NAME

MARYLAND

SPRING 2026

This report shows the operational Standards for the given grade and subject sorted by difficulty.

## SOCIAL STUDIES

### Grade 8 Assessment, 2025–2026

Difficulty Order Most to Least	<b>G</b> Evidence Statement*	<b>H</b> Domain	<b>I</b> School Student Count
1	4.0	Economics	226
2	3.0	Geography	226
3	2.0	Peoples of the Nations & World	226
4	1.0	Civics	226
5	5.0	History	226
6	6.0	Skills & Processes	226

\*Evidence Statements represent the Maryland State Social Studies Standards named in the Domain column.

Maryland Comprehensive Assessment Program (MCAP) Social Studies 8 website:

<https://marylandpublicschools.org/about/pages/daait/assessment/mcap/socialstudies.aspx>

This report is provided for informational purposes only and is not used in official Maryland State Department of Education accountability reporting.

This report is NOT for public review. Distribution within your school/LEA must be in accordance with state and federal privacy laws, and local school board policy.

### **3.2.6 Description of the Evidence Statement Analysis**

#### **A. Identification Information**

The report identifies the LEA and School name.

#### **B. Description of Report**

The content area of the report, the grade of the assessment, and the administration year are identified.

#### **C. Students with Valid Scores**

The number of valid scores includes students with a valid score. Students with no score or who were deleted from ADAM are not included.

#### **D. Graph**

The average percent correct by each cluster of items, is represented on the chart at a state level, LEA level, and school level. A legend is provided to show which lines represent each level shown. State symbols are connected with a solid line. If a symbol is on the chart at zero percent this indicates the Standard group had 0% achieved out of the maximum points possible for that school or LEA.

#### **E. Performance Level Results**

The Social Studies 8 Assessment items are written to the Maryland State Social Studies Standards. The Standards are placed in order on the graph from most to least difficult. This difficulty order is determined by the performance level of items based on the state level.

#### **F. Legend**

The legend for this graph provides a symbol for State, LEA, and School values.

#### **G. Evidence Statement**

The Standards are listed in the same order as on the bottom of page one, from most to least difficult.

#### **H. Domain**

The domain indicates the name of the standards that are represented on the Social Studies 8 assessment.

#### **I. School Student Count**

The student count represents the number of students whose form of the assessment contained an item or items written to the evidence statement listed in column B. The count may differ by row because there are different forms of the assessment and not all forms include all items.

#### **J. Additional Information**

The link to the Maryland State Social Studies Standards are provided at the bottom of the report.

# **Appendix A**

## **Scale Score Ranges**

Grade 8 Social Studies		
Performance Level 4	Distinguished Learner	785-850
Performance Level 3	Proficient Learner	750-784
Performance Level 2	Developing Learner	725-749
Performance Level 1	Beginning Learner	650-724