

Spring 2023



MCAP Social Studies 8 Score Report Interpretation Guide

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1.0 General Information for Parents and Educators

1.1 Background

The Maryland Comprehensive Assessment Program (MCAP) will provide students, parents, educators and the community with better student information at a faster pace. The goal remains the same: 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 Assessment

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, which outlines and explains elements of the individual student report, may be shared with parents. This section will help parents understand their child's test results. 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.

Sample reports included in this guide are for illustration purposes only. They are provided to show the basic layout of the reports and the information they provide. Sample reports do not include actual data from any test administration.

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 understand how their child'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



FIRSTNAME18 M. LASTNAME

Date of Birth: 10/22/2009 ID: EL08040013 Grade: 8

Local Education Agency (LEA): SAMPLE LEA NAME COUNTY

SAMPLE SCHOOL ONE NAME

MARYLAND

SPRING 2023

Social Studies Assessment Report, 2022–2023

This report shows the level of proficiency attained by FIRSTNAME18 on this assessment. This assessment is just one measure of how well your student is performing academically.

How are assessment results used?



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

What content and skills are assessed on the MCAP Social Studies 8?

Learn more about the MCAP Social Studies 8 assessment at:

<https://marylandpublicschools.org/about/Pages/DAIT/Assessment/MCAP/SocialStudies8.aspx>.

See side 2 of this report for specific information on your student's performance in social studies.

How Did FIRSTNAME18 Perform Overall?

Performance Level 2



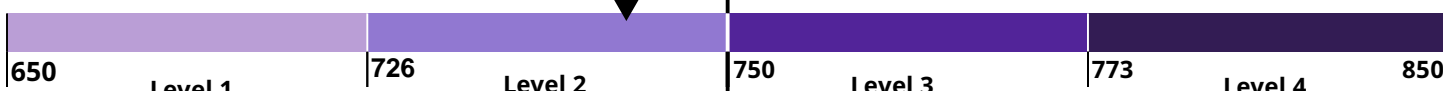
A description of the Performance Levels can be found on the back of this page.

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



Your student's score

743



School Average

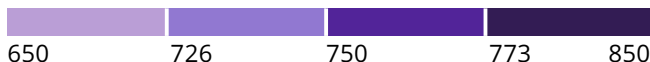
763

LEA Average

743

State Average

731



How Students in Maryland Performed



21%

Level 1



26%

Level 2



25%

Level 3



27%

Level 4

Percentage of students at each performance level



How Did Your Student Perform in Social Studies?

CIVICS



Your student performed about the same as other **Proficient or Distinguished 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 **Developing 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 **Developing 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 **Beginning 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 **Beginning 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 can use the report to start a discussion with their child's teacher(s). It is important for parents and educators to have regular check-ins to ensure students are learning the necessary skills to stay on track. Parents can use the information in the report to understand their child'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

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 marked with a dimension performance indicator.

- **A** completely filled in circle for the specified dimension indicates the student as a "Distinguished Learner" or "Proficient Learner". Students in this category are likely academically well prepared to engage successfully in further studies in the social studies content area and may need instructional enrichment.
- **A** half filled in circle for the specified dimension indicates the student as a "Developing Learner". Students in this category likely need academic support to engage successfully in further studies in the social studies content area.
- **A** empty circle for the specified dimension indicates the student as a "Beginning Learner". Students in this category are likely not academically well prepared to engage successfully in further students in the dimension of social studies content area. Such students likely need instructional interventions to increase achievement in the social studies content area.

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 progress. These reports:

- Summarize student achievement
- Describe student performance relative to meeting standards
- Support improvement planning (e.g., prioritize professional learning and resource decisions, advise program alignment with academic standards, reflect on the effectiveness of school initiatives)

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



B Demographic Performance Level Summary Grade 08 Social Studies 2023 Spring Social Studies

A PV E2 SCORING SCH
PV E2E SCORING DST
Maryland

Performance Level Key	
Beginning Learner	Developing Learner
Distinguished Learner	Proficient Learner
	C
Name	Overall Performance %
Maryland D	 21 18 17 44 E
293 Student(s)	
PV E2E SCORING DST	 0 23 21 56
224 Student(s)	
PV E2 SCORING SCH	 0 23 21 56
224 Student(s)	
LEP - E 5 Student(s)	Data suppressed to protect student privacy
LEP - Y 85 Student(s)	 0 7 1 92
Limited English Proficient Reading Exempt - Y 93 Student(s)	 0 10 7 83
Gender - F 113 Student(s)	 0 18 25 57
Gender - M 111 Student(s)	 0 27 18 55
Economically Disadvantaged - Y 85 Student(s)	 0 8 4 88

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 shows the performance level key.

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. The number of 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 Pearson Access are not included.

E. Performance Level Results

The percentage of students who performed at Distinguished Learners, Proficient Learners, Developing Learners, and Beginning Learners 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 evidence statement 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



Maryland Comprehensive Assessment Program

School Evidence Statement Analysis

CONFIDENTIAL - DO NOT DISTRIBUTE

Grade 8



PV E2 SCORING SCH2
PV E2E SCORING DST2

MARYLAND

SPRING 2023

SOCIAL STUDIES

Grade 8 Assessment, 2022–2023



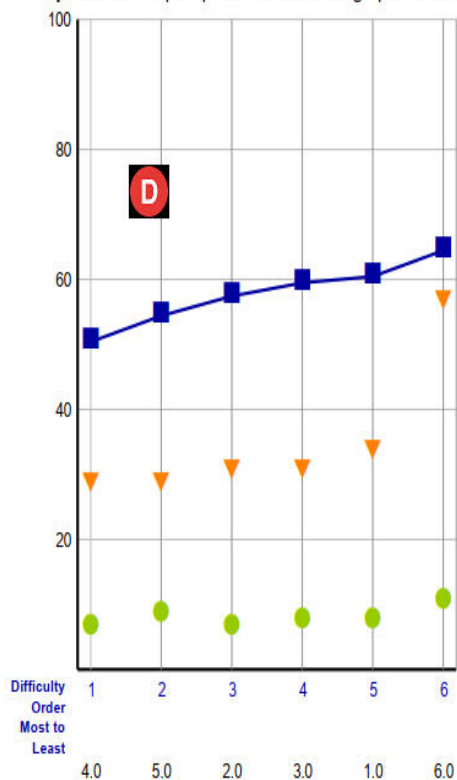
State
LEA
School



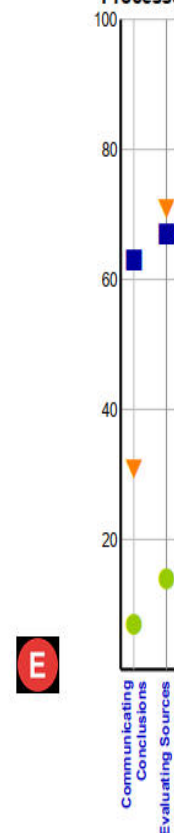
Students with Valid Scores (9)



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



Skills & Processes



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




Evidence Statement

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.

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

SOCIAL STUDIES

Grade 8 Assessment, 2022–2023

Difficulty Order Most to Least	 Evidence Statement*	 Domain	 School Student Count
1	4.0	Economics	9
2	5.0	History	9
3	2.0	Peoples of the Nations & World	9
4	3.0	Geography	9
5	1.0	Civics	9
6	6.0	Skills & Processes	9

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

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 Pearson Access are not included.

D. Graph

The average percent correct by each cluster of items, combined at the Standard 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		
Distinguished Learner	Level 4 Range	785-850
Proficient Learner	Level 3 Range	750-784
Developing Learner	Level 2 Range	725-749
Beginning Learner	Level 1 Range	650-724