



Maryland Comprehensive Assessment Program

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

**GRADE 8 SOCIAL STUDIES**

# 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>.

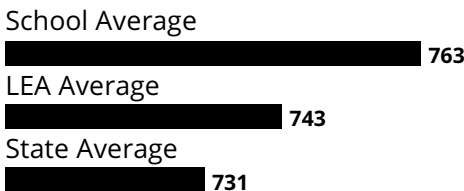
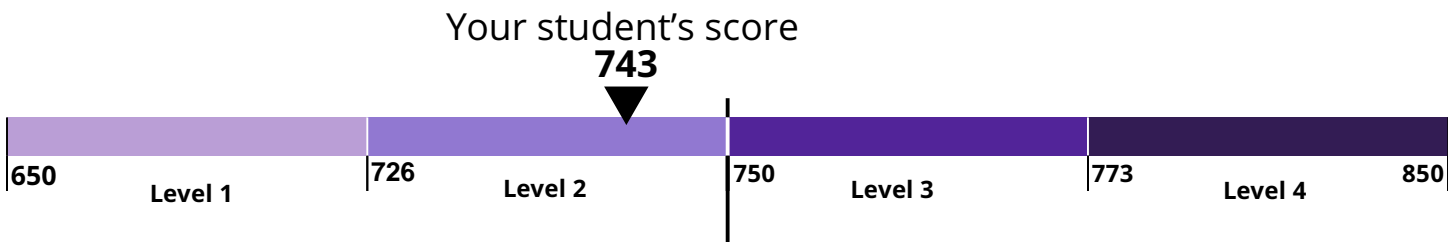
*See side 2 of this report for specific information on your student's performance in social studies.*

## How Did FIRSTNAME18 Perform Overall?

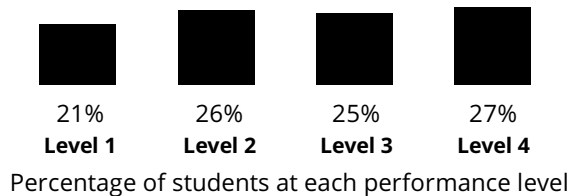
**Performance Level 2**

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



## How Students in Maryland Performed





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# 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.