



Maryland Comprehensive Assessment Program

Educator Guide to Interpreting the Government Reports

COGNIA/MSDE

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1.0 General Information for Educators

1.1 Background

The Maryland Comprehensive Assessment Program (MCAP) encompasses all state and federally mandated assessments in English Language Arts/Literacy, Mathematics, Science, Social Studies, WIDA ACCESS for ELs, and Kindergarten Readiness. It provides information to educators, parents, and the public on student progress toward proficiency on the Maryland state content standards. Maryland also provides Alternate Assessments written to the Alternate Standards for those students who require this accommodation.

1.2 Government

The Government Assessment is an end of course assessment (EOC) that comprises 20 percent of the student's grade in that course. For the school year 2022–2023, students will meet their EOC requirement through participation. Starting in the 2023–2024 school year with the ninth-grade cohort, students will have the Government EOC count as 20 percent of their final grade. The cohort is a group of students who are in the same grade in a given year.

	9th graders	10th graders	11th graders	12th graders
2023–2024	EOC = 20% of course grade	EOC is participation only	EOC is participation only	EOC is participation only
2024–2025	EOC = 20% of course grade	EOC = 20% of course grade	EOC is participation only	EOC is participation only
2025–2026	EOC = 20% of course grade	EOC = 20% of course grade	EOC = 20% of course grade	EOC is participation only
2026–2027	EOC = 20% of course grade	EOC = 20% of course grade	EOC = 20% of course grade	EOC = 20% of course grade

- Ninth graders in 2023–2024 will have the EOC count as 20 percent of their EOC course's final grade. In 2023–2024, tenth, eleventh, and twelfth grades are participation only.
- Ninth and tenth graders in 2024–2025 will have the EOC count as 20 percent of their EOC course's final grade. In 2024–2025, eleventh and twelfth grades are participation only.
- Ninth, tenth, and eleventh graders in 2025–2026 will have the EOC count as 20 percent of their EOC course's final grade. In 2025–2026, twelfth grade is participation only.

All students in ninth, tenth, eleventh, and twelfth grades in 2026–2027 will have the EOC count as 20 percent of their EOC course's final grade. Local districts determine their own curricular course sequence and local grading policies.

More information on the Government Assessment can be found at the following links: marylandpublicschools.org/about/Pages/DCAA/Social-Studies/AGHSH.aspx and marylandpublicschools.org/about/Pages/DAAIT/Assessment/MCAP/SocialStudies.aspx.

1.3 Confidentiality of Reporting Results

The Family Education Rights and Privacy Act (FERPA) requires that access to individual student information be restricted to the student, their parents/guardians, and authorized school personnel. As a user of this site, you are responsible for maintaining the privacy and security of all student records. Individual accounts, usernames, and passwords should not be shared.

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 Government 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.

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 administration.

2.0 Understanding the Government Individual Student Report (ISR)

2.1 Types of Scores on the Government ISR

Student performance on the Government assessment is described on the individual student report using scale scores and performance levels. 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 dash (-) appears 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. The scale score of the government assessment ranges from 240 to 650. For each test administration, the assessment is built with a consistent distribution of questions across each of the standards. Scores are converted from a raw score into a scale score. The conversion of a raw score to a scale score helps provide a more precise measurement of a student's achievement and also assures that tests given at different times are comparable. Questions are weighted in terms of difficulty and other psychometric criteria.

Therefore, a student who earns an overall scale score of 450 on one form of the Government assessment would be expected to earn an overall scale score of 450 on any other form of the Government test. 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. The overall scale score for the MCAP Government Assessment determines a student's performance level.

2.1.2 Performance Level

Performance Level Descriptors (PLDs) describe the knowledge and skills that students should be able to demonstrate at each performance level in each content area, and at each grade level/course. For school year 2022–2023 and beyond, Government has changed from reporting two performance levels to four performance levels to better align with the end of course model. 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 Government assessment:

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

2.1.3 End of Course and Exam Grade Conversion Scores

The MCAP Government EOC assessment is content specific and is required to be taken at the conclusion of the high school American Government course. MSDE has developed a psychometric approach for reporting that classifies scale scores into one of four performance levels. The scale scores are also transformed into grade conversion scale (GCS) scores, which range from 0 to 100. GCS scores are classified into letter grade equivalents (i.e., A, B, C, D, or F). MSDE developed a lookup table that contains the Performance Level Labels, the scale score ranges for each performance level, and the grade conversion score and associated letter grade equivalents. For the school year 2022–2023, students will meet their EOC requirement through participation. The grade conversion score will not count in a student's grade in 2022–2023. Beginning in 2023–2024, the grade conversion score will be included as 20% of a student's final grade.

2.2 Sample Government Individual Student Report



Student Name: JOHN M. DOE
SASID: D00000100
Date of Birth: 07/12/2005
Administration: ADMIN 2023

LEA Name: Demonstration District A
School Name: Demonstration School 1
Grade: 10

B American Government Social Studies Assessment Report, 2022-2023

This report shows whether JOHN demonstrated proficiency in American Government. In order to satisfy the American Government graduation requirement, a student must earn one credit in a local, state, and national government course aligned with the MCAP government assessment, and take the assessment.

What are the learning outcomes and assessment limits for the MCAP government?

Learn more about the Maryland's American Government program:

<https://www.marylandpublicschools.org/about/Pages/DAAIT/Assessment/HSA/index.aspx>

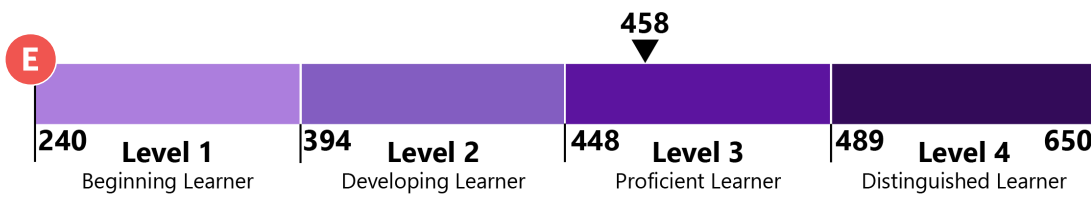


D
 Your Child's Score
458
Level 3
Proficient Learner

How did JOHN perform overall?

OVERALL STUDENT PERFORMANCE

Your student scored **458** on a scale of **240-650**, and performed at **LEVEL 3 - PROFICIENT LEARNER**.



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

F School, LEA*, and State Comparisons

State Average



LEA Average



School Average[§]



[§] Note: Some numbers may have been left blank because fewer than ten (10) students were tested.
 * Please note that LEA stands for Local Education Agency.

G How Students in Maryland Performed

Percentage of students at each performance level

Level 4



Level 3



Level 2



Level 1





H
 on next page

I
 on next page

Student Name: JOHN M. DOE

H How Did Your Child Perform in the Maryland State Standards for Social Studies?

 Civics	Your student performed about the same as students who do not yet demonstrate proficiency . Students need substantial academic support to demonstrate 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 students who demonstrate partial proficiency . Students need additional academic support to demonstrate 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 students who demonstrate proficiency . Students are prepared to demonstrate 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 students who demonstrate partial proficiency . Students need additional academic support to demonstrate 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.
 Skills and Processes	Your student performed about the same as students who demonstrate proficiency . Students are prepared to inquire 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

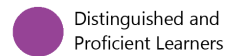
Your child performed about the same as:



Beginning Learners



Developing Learners



Distinguished and Proficient Learners

I Government Reporting Performance Level Descriptions

Level 4: Distinguished Learners

Distinguished learners demonstrate advanced proficiency in their understanding and ability to apply knowledge and skills about the structure and functions of United States' government and politics, and how the United States government has maintained a balance between protecting rights and maintaining order. Distinguished learners demonstrate an advanced proficiency in their understanding and ability to apply knowledge and skills about US politics and government in world affairs, the ability to analyze the relationship of geographic factors in the development of government policy, and the economic principles, institutions, and processes required to formulate government policy. Distinguished learners are well prepared in the knowledge and skills to evaluate sources and use evidence and communicate and critique conclusions.

Level 3: Proficient Learners

Proficient learners demonstrate proficiency in their understanding and ability to apply knowledge and skills about the structure and functions of United States' government and politics, and how the United States government has maintained a balance between protecting rights and maintaining order. Proficient learners demonstrate proficiency in their understanding and ability to apply knowledge and skills about US politics and government in world affairs, the ability to analyze the relationship of geographic factors in the development of government policy, and the economic principles, institutions, and processes required to formulate government policy. Proficient learners are prepared in the knowledge and skills to evaluate sources and use evidence and communicate and critique conclusions.

Level 2: Developing Learners

Developing learners demonstrate partial proficiency in their understanding and ability to apply knowledge and skills about the structure and functions of United States' government and politics, and how the United States government has maintained a balance between protecting rights and maintaining order. Developing learners demonstrate partial proficiency in their understanding and ability to apply knowledge and skills about US politics and government in world affairs, the ability to analyze the relationship of geographic factors in the development of government policy, and the economic principles, institutions, and processes required to formulate government policy. Developing learners can also demonstrate partial proficiency in the knowledge and skills to evaluate sources and use evidence and communicate and critique conclusions. Developing learners need additional academic support to ensure that they can demonstrate proficiency in the knowledge and skills to evaluate sources and use evidence and communicate and critique conclusions.

Level 1: Beginning Learners

Beginning learners do not yet demonstrate proficiency in their understanding and ability to apply knowledge and skills about the structure and functions of United States' government and politics, and how the United States government has maintained a balance between protecting rights and maintaining order. Beginning learners do not yet demonstrate proficiency in their understanding and ability to apply knowledge and skills about US politics and government in world affairs, the ability to analyze the relationship of geographic factors in the development of government policy, and the economic principles, institutions, and processes required to formulate government policy. Beginning learners need substantial academic support in building knowledge and skills to evaluate sources and use evidence and communicate and critique conclusions.

2.3 Description of Individual Student Reports

2.3.1 General Information

A Identification Information

An Individual Student Report lists the student's name, date of birth, state student ID, grade level when assessed, Local Education Agency (LEA) name, school name, and state.

B Description of Report

The description of the report provides the content area (American Government) assessed and assessment year. It also provides a general overview of the assessment and score report.

C Learning Outcomes and Assessment Limits for MCAP Government

This section provides links to additional resources including the American Government standards and framework, assessment limits, and sample test items.

2.3.2 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. Students receive an overall scale score and, based on that score, are placed in one of four performance levels, with Level 4 indicating the student is a distinguished learner, Level 3 indicating the student is a proficient learner, Level 2 indicating the student is a developing learner, and Level 1 indicating the student is 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.

F Average of School, LEA, State, and Cross-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 levels for the same grade level/course and content area.

G Percentage of Students at Each Performance Level

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

H Performance by Standard

This section provides the student's performance on each of the Government standards. For Government, there are five reporting categories that align to the Maryland social studies standards: Civics (1.0), Peoples of the Nation and World (2.0), Geography (3.0), Economics (4.0), and Skills and Processes (6.0). Each category has a circle that indicates the performance level of the specific social studies standard. The four main performance levels are used for the reporting of each standard. Levels 3 (Proficient) and 4 (Distinguished) have been combined for reporting purposes.

Performance Level Label	Circle Indicator
Distinguished Learners and Proficient Learners	
Developing Learners	
Beginning Learners	

I Performance Level Descriptions

Performance Level Descriptors (PLDs) describe the knowledge and skills that students should be able to demonstrate at each performance level in each content area, and at each grade level/course.

3.0 Understanding the School and LEA Reports

3.1 Purpose and Use of Government Results

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 School and LEA Reports

In addition to Individual Student Reports, schools will receive a Student Roster Report, and LEAs will receive an LEA Summary of Schools Report. Performance Level Summary Reports are available at the school, LEA, and state level. These reports summarize how students in the school or LEA performed and are described later in this section.

3.2.1 Types of Scores on the School and LEA Reports

Performance on the Government is described on the school and LEA reports using scale scores, performance levels, and subscore performance indicators. Information about state, LEA, and school average results is included in relevant sections of the report to help schools and LEAs understand how student and school performance compares to other students and schools. In some instances, a dash (-) 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.

Refer to sections [2.1.1](#) and [2.1.2](#) for explanations of scale scores and performance levels.

3.4 Description of Student Roster Reports

3.4.1 General Information

A Identification Information

Student Roster Reports list the Local Education Agency (LEA) name and school name.

B Assessment Information

The report heading provides the content area (American Government) assessed, the assessment year, and administration.

C Roster of Students

The first column of the Student Roster Report lists all the students in the school who took the assessment for the specified content area. The first three rows include the state, LEA, and school averages.

3.4.2 Overall Assessment Scores

D Overall Scale Score and Performance Level

This column of the report provides the student's overall scale score and color-coded performance level. Students receive a numerical score and, based on that score, are placed in one of four performance levels. Performance levels are indicated by the color highlighting behind the number. Refer to E for the color key.

Note: The first three rows contain state, LEA, and school averages.

E Description of Performance Level Graphics

This graphic provides a colored illustration of the four performance levels and helps to quickly show the performance level for each student's scale score.

3.4.3 Performance by Subscore Category

F Subscore Performance Indicators

This graphic provides colored circles that quickly show the performance level for each student's subscore on a social studies standard. Levels 3 and 4 are combined. Refer to G for the key.

Note: The first three rows show the state, LEA, and school percentages.

G Description of Subscore Performance Indicator Graphics

Student performance for each subscore is illustrated with an explanatory icon.

3.5 Sample LEA Summary of Schools Report



LEA SUMMARY OF SCHOOLS

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A

DEMONSTRATION DISTRICT A
MARYLAND

ADMIN 2023

B

HIGH SCHOOL GOVERNMENT ASSESSMENT, 2022-2023

E

PERFORMANCE DISTRIBUTION BY %	NUMBER OF VALID SCORES	AVERAGE SCALE SCORE	SOCIAL STUDIES STANDARDS				
			Standard One: Civics*	Standard Two: Peoples of the Nation and World*	Standard Three: Geography*	Standard Four: Economics*	Standard Six: Skills and Processes*
 6 30 59 5	1,176	406	 4 16 80	 4 10 86	 3 19 78	 33 33 34	 34 31 35
 8 33 53 6	103	403	 8 12 81	 4 13 83	 6 22 72	 37 41 23	 40 28 32
 8 30 58 5	76	401	 6 9 85	 5 15 80	 6 17 77	 33 41 26	 38 35 27
 7 41 41 11	27	407	 11 19 70	 4 7 89	 7 33 59	 44 41 15	 44 11 44

C

D

G

F

1 Beginning Learner (240-393)	2 Developing Learner (394-447)	3 Proficient Learner (448-488)	4 Distinguished Learner (489-650)
--------------------------------------	---------------------------------------	---------------------------------------	------------------------------------------

Beginning Learner	Developing Learner	Distinguished and Proficient Learners H
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* Numbers are percentages

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3.6 Description of LEA Summary of Schools Reports

3.6.1 General Information

A Identification Information

LEA Summary of Schools Reports list the Local Education Agency (LEA) name.

B Assessment Information

The report heading provides the content area (American Government) assessed, the assessment year, and administration.

C Number of Students

The first two rows contain the number of students included in reporting at the state and LEA levels. Subsequent rows contain the number of students included in reporting at each school within the LEA.

3.6.2 Overall Assessment Scores

D Average Scale Score

This column of the report provides the average scale score (refer to Section 2.1.1) for all students assessed at the school for the specified assessment on the report.

Note: The first two rows contain state and district averages.

E Percentage of Students at Each Performance Level

The first column of the report shows the distribution of students achieving each performance level— indicated both graphically and numerically. Each colored section of the graph represents a performance level, beginning with Level 1 on the left through Level 4 on the right. The numerical values appearing below the graph indicate the percentage of students in Performance Levels 1 through 4, left to right respectively. Due to rounding, percentages may not total 100%.

The name of the school is listed in each row above the graph.

Note: In most cases, numbers will NOT appear centered under each color.

F Description of Performance Level Graphics

This graphic provides a colored illustration of the four performance levels and helps to quickly show the percentage of students in each performance level.

3.6.3 Performance by Subscore Category

G Subscore Performance Indicators

This graphic provides an illustration of the percentage of students in each of the three categories (Levels 3 and 4 are combined). The colors correspond to the colors of the circles that represent the performance level for each student's social studies subscore.

H Description of Subscore Performance Indicator Graphics

Student performance for each subscore is illustrated with an explanatory icon. For LEA Summary of Schools Reports, only the colors of the icons are used in the graphical representation under each subscore.

3.7 Sample School Performance Level Summary Report



SCHOOL PERFORMANCE LEVEL SUMMARY REPORT

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A

Demonstration School 1
 Demonstration District A
 MARYLAND

B HIGH SCHOOL GOVERNMENT ASSESSMENT, 2022-2023

ADMIN 2023

Purpose: This report describes group achievement in terms of average scale scores and performance levels.	Number of Valid Scores D	Average Scale Score E	Performance Levels F								≥ Level 3 Distinguished and Proficient Learners G	
			Level 1 Beginning Learner		Level 2 Developing Learner		Level 3 Proficient Learner		Level 4 Distinguished Learner		#	%
			#	%	#	%	#	%	#	%		
State	1,012	752	47	5	352	35	591	58	22	2	613	61
LEA C	52	748	5	10	18	35	28	54	1	2	29	56
School	52	748	5	10	18	35	28	54	1	2	29	56
Gender												
Female	22	750	1	5	5	23	16	73	0	0	16	73
Male	28	748	3	11	12	43	12	43	1	4	13	46
Non-Binary	2	723	1	50	1	50	0	0	0	0	0	0
Ethnicity/Race												
Hispanic or Latino	5	743	0	0	4	80	1	20	0	0	1	20
American Indian or Alaska Native	0	0	0	0	0	0	0	0	0	0	0	0
Asian	3	758	0	0	1	33	2	67	0	0	2	67
Black or African-American	8	731	4	50	4	50	0	0	0	0	0	0
Native Hawaiian or Other Pacific Islander	1	757	0	0	0	0	1	100	0	0	1	100
White	33	752	1	3	8	24	23	70	1	3	24	73
Two or more races	2	749	0	0	1	50	1	50	0	0	1	50
Not Indicated	0	0	0	0	0	0	0	0	0	0	0	0
Economic Disadvantage												
No	37	752	2	5	10	27	24	65	1	3	25	68
Yes	15	738	3	20	8	53	4	27	0	0	4	27
Students with Disabilities												
IEP - Yes	3	722	2	67	1	33	0	0	0	0	0	0
IEP - No	49	750	3	6	17	35	28	57	1	2	29	59
504	3	747	0	0	2	67	1	33	0	0	1	33
EL												
No	50	749	5	10	16	32	28	56	1	2	29	58
Yes	2	738	0	0	2	100	0	0	0	0	0	0

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3.8 Description of School Performance Level Summary Report

3.8.1 General Information

A Identification Information

Performance Level Summary Reports list the Local Education Agency (LEA) name.

B Assessment Information

The report heading provides the content area (American Government) assessed, the assessment year, and administration.

C Student Demographic Data

Performance Level Summary Reports are available at the School, LEA, and State levels. The reports provide a breakdown of student demographic data including gender, ethnicity/race, economic disadvantaged status, students with disabilities, and English learner status.

D Number of Valid Scores

The first row contains the total number of tested students included in reporting at the state level. On the School Performance Level Summary Report, the first three rows contain the total number of tested students included in reporting at the state, LEA, and school levels. Subsequent rows contain the number of tested students included in reporting within each demographic category.

E Average Scale Score

This column of the report provides the average scale score (refer to [Section 2.1.1](#)) for all students assessed for the specified assessment on the report. Average scale scores are displayed for each demographic category.

F Performance Levels

The four green-shaded headings represent the performance levels; Level 1: Beginning Learner (lightest shading of green on the left), Level 2: Developing Learner, Level 3: Proficient Learner, and Level 4: Distinguished Learner (darkest shading of green on the right). Below each performance level heading the total number of students are shown for each demographic category.

G Proficient and Distinguished Learners

This column of the report combines the total number of students whose scores fall under Level 3: Proficient Learner and Level 4: Distinguished Learner.

Note: The first three rows contain state, LEA, and school averages on the School Performance Level Summary Report.



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