

ከሜሪላንድ የኮሌጅ እና የሙያ ዝግጁነት መመዘኛዎች/ደረጃዎች ጋር የሚጣጣሙት የስነ መንግስት እና የስነ ህይወት ሳይንስ (LS MISA) የሜሪላንድ አጠቃላይ የትምህርት ምዘና ፕሮግራም (MCAP) ግምገማዎች በ2023-2024 የትምህርት ዘመን በስፕሪንግ ወቅት ተሰጥተዋል/ተካሂደዋል። የአሜሪካንስነት መንግስት ወይም የሳይንስትምህርት የመመሪያ መስፈርቶችን ለማሟላት፣ አንድ ተማሪ ከMCAP ስነመንግስት ወይም ከLS MISA ግምገማ ጋር በሚጣጣም በአካባቢ፣ በስቴት እና በብሄራዊ የስነመንግስት ኮርስ እና/ወይም በባዮሎጂ ኮርስ አንድ ክሬዲት ማግኘት እና ግምገማውን/ምዘናውን መውሰድ አለበት(ባት)። አንድ ተማሪ የአካደሚክ ደረጃዎችን/መመዘኛዎችን ለማሳካት ስለሳየው/ስለሳየችው እድገት የተሻለ ግንዛቤ ለማግኘት የMCAP ውጤቶች ተማሪው/ዋ በመመሪያ ክፍል ውስጥ ካለው/ካላት አፈጻጸም፣ ከሪፖርት ካርድ ውጤቶች እና ከአስተማሪ ግብረመልስ ጎን ለጎን መታየት አለባቸው።

**የተማሪዎን የውጤት ሪፖርት እንዴት እንደሚያነቡ**



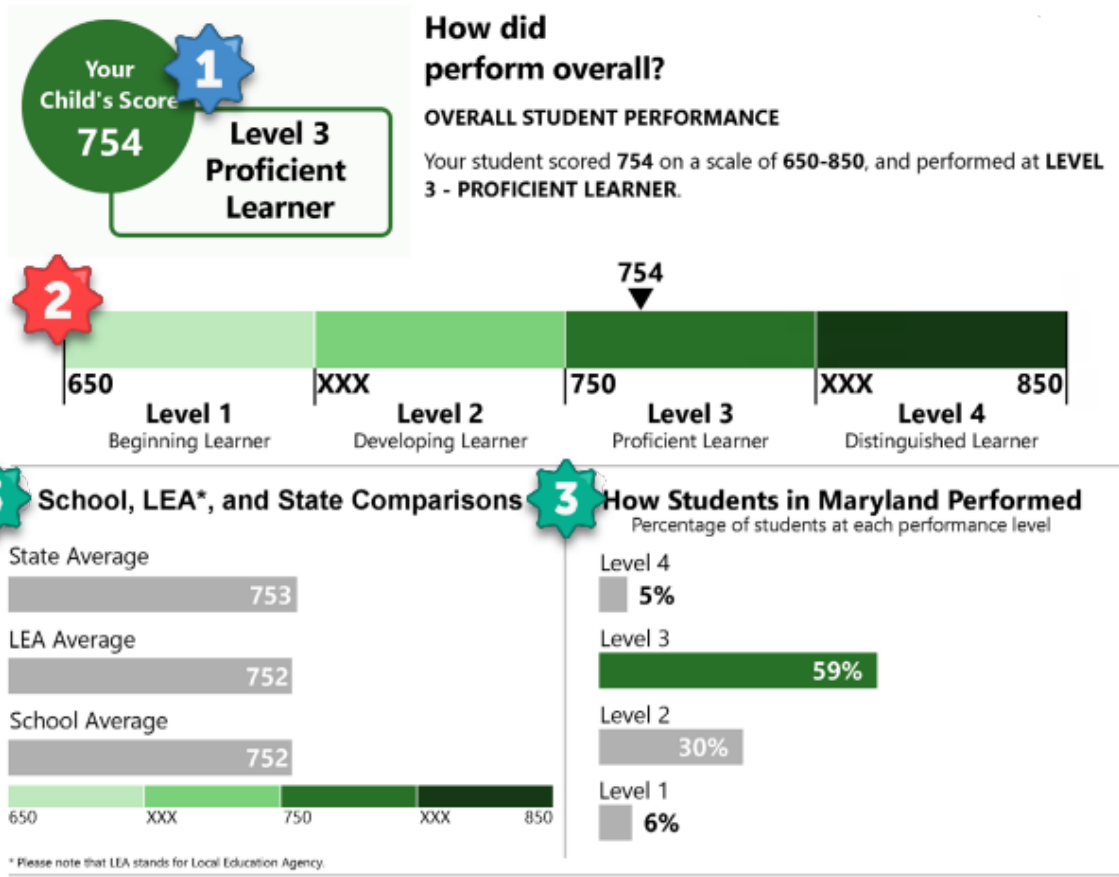
**አጠቃላይ አፈጻጸም** – ተማሪዎች አጠቃላይ ውጤት የሚሰጣቸው ሲሆን በዚያ በሚያገኙት ነጥብ ላይ በመመስረት ከአራቱ የአፈጻጸም ደረጃዎች በአንዱ ውስጥ ይመደባሉ፣ ደረጃ 4 ያገኘ(ች) ተማሪ የተዋጣለ(ላ)ት ተማሪ መሆኑ(ኗ)ን ሲያመለክት ደረጃ 1 ላይ የሚገኘ/የምትገኝ ተማሪ ጀምሮ ተማሪ እንደሆነ/ች ያመለክታል።



**የውጤት መለኪያ ክልል**– ይህ መመዘኛ/መለኪያ ለእያንዳንዱ የአፈጻጸም ደረጃ የተቀመጡትን የውጤት መለኪያ ክልሎች የሚያካትት ሲሆን በዚያ የመለኪያ ክልል ውስጥ የተማሪዎ ውጤት በየትኛው ውስጥ እንደሚመደብ ያሳያል።



**የአጠቃላይ ውጤት ማነፃፀሪያዎች/Overall Score Comparisons**–ይህኛው ክፍል በተመሳሳይ ት/ቤት ውስጥ በተመሳሳይ የክፍል ደረጃ፣ በትምህርት ቤቱ ዲስትሪክቱ ውስጥ፣ እና በስቴት ዙሪያ ተማሪዎች ጋር ሲነጻጸር የእርስዎ ልጅ እንዴት እያከናወነ(ች) እንደሆነ ያመለክታል/ያሳያል። በተጨማሪም በተለያዩ የአፈጻጸም ደረጃዎች ላይ ውጤት ያገኙ ተማሪዎችን በፕሮሰንቴንድ(በመቶኛ) ይዘረዝራል።



## የተማሪዎን የውጤት ሪፖርት እንዴት እንደሚያነቡ (የቀጠለ ....)



**በዋና ፍሬ ሃሳብ ላይ የተመሰረተ አፈጻጸም** - ይህ ክፍል በአያንዳንዱ በስነህይወት ሳይንስ ወይም በማህበራዊ ጥናት (ስነመንግስት) ዋና ፍሬ ሀሳቦች ላይ የተማሪው(ዋ)ን አፈጻጸም ይገልጻል።

**የዋና ፍሬ ሃሳብ አፈጻጸም አመለካከት/Indicator Legend** – አያንዳንዱ ዋና ፍሬ ሃሳብ የአፈጻጸም አመለካከት ምልክት ተደርጎበታል።



- **ዝግ የሆነ ክብ/closed circle** ተማሪው(ዋ) በዚህ ዘርፍ “የተዋጣለ(ለ)ት ወይም ጎበዝ ተማሪ” መሆኑ(ኗ)ን ያሳያል/ያመለክታል። በዚህ ምድብ ውስጥ ያሉ ተማሪዎች የሳይንስ ችግሮች ወይም የማህበራዊ ጥናት ይዘት ባለው ዘርፍ ላይ በተጨማሪ ጥናቶች/ትምህርቶች ውስጥ በተሳካ ሁኔታ ለመሳተፍ ጥሩ አካዴሚያዊ ዝግጁነት የሚያሳዩ ሲሆን ችሎታቸውን በማስተማር ማበልፀግ ሊያስፈልጋቸው ይችላል።
- **በኩል የተሞላ ክብ/half-filled circle** ተማሪው(ዋ) "እውቀቱ(ቷ)ን በማሳደግ ላይ ያለ(ች) ተማሪ" መሆኑ(ኗ)ን ያሳያል/ያመለክታል። በዚህ ምድብ ውስጥ ያሉ ተማሪዎች የሳይንስ ችግሮች ወይም የማህበራዊ ጥናት ይዘት ባለው ዘርፍ ላይ በተጨማሪ ጥናቶች/ትምህርቶች ውስጥ በተሳካ ሁኔታ ለመሳተፍ የአካዴሚክ ድጋፍ ያስፈልጋቸዋል።
- **ክፍት የሆነ ክብ** ተማሪው(ዋ) “በጀማሪ ተማሪ ደረጃ” መሆኑ(ኗ)ን ያሳያል። በዚህ ምድብ ውስጥ ያሉ ተማሪዎች የሳይንስ ችግሮች ወይም የማህበራዊ ጥናት ይዘት ባለው ዘርፍ ላይ በተጨማሪ ጥናቶች/ትምህርቶች ውስጥ በተሳካ ሁኔታ ለመሳተፍ ጥሩ አካዴሚያዊ ዝግጁነት የማሳየት ሁኔታቸው ዝቅተኛ ነው። እንደዚህ ያሉ ተማሪዎች የሳይንስ ችግሮች ወይም የማህበራዊ ጥናቶች ይዘት ባለው ዘርፍ ላይ ስኬትን ለማሳደግ የማስተማር ጣልቃገብነት ያስፈልጋቸዋል።

Student Name: \_\_\_\_\_

### How Did Your Child Perform on the Life Science MISA?

The Life Science MISA assesses a student's ability to use the practices of scientific inquiry along with the practices of engineering design to demonstrate their understanding of life science core ideas.

**Investigating Science and Engineering Practices Integrated with Life Science**

Your student performed about the same as students who **do not yet demonstrate proficiency**. Students **need substantial academic support** to ask questions and conduct investigations about the natural world. Students **need substantial academic support** to think algebraically and use computational tools to analyze and model data to better understand phenomenon, natural processes and systems.

**Critiquing Science and Engineering Practices Integrated with Life Science**

Your student performed about the same as students who **demonstrate partial proficiency**. Students **need additional academic support** in the ability to communicate scientific information about the natural world and to critically evaluate the validity and reliability of claims in order to determine the merits of arguments.

**Sensemaking Science and Engineering Practices Integrated with Life Science**

Your student performed about the same as students who **demonstrate proficiency**. Students **are prepared** to demonstrate the ability to construct and revise explanations about the natural world based on evidence collected from models or data. Students **are prepared** to analyze data using statistics, probability and models to better understand the relationships between systems or components of a system.

LEGEND

Your child performed about the same as:

Beginning Learners

Developing Learners

Distinguished and Proficient Learners



Student Name: \_\_\_\_\_

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

	<p><b>Civics</b></p> <p style="font-size: x-small;">Your student performed about the same as students who <b>demonstrate partial proficiency</b>. Students <b>need additional academic support</b> to demonstrate the historical development of the fundamental concepts and processes of authority, power, and influence with particular emphasis on civic reasoning.</p>
	<p><b>Peoples of the Nations and World</b></p> <p style="font-size: x-small;">Your student performed about the same as students who <b>demonstrate partial proficiency</b>. Students <b>need additional academic support</b> 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.</p>
	<p><b>Geography</b></p> <p style="font-size: x-small;">Your student performed about the same as students who <b>demonstrate partial proficiency</b>. Students <b>need additional academic support</b> 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.</p>
	<p><b>Economics</b></p> <p style="font-size: x-small;">Your student performed about the same as students who <b>demonstrate partial proficiency</b>. Students <b>need additional academic support</b> 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.</p>
	<p><b>Skills and Processes</b></p> <p style="font-size: x-small;">Your student performed about the same as students who <b>do not yet demonstrate proficiency</b>. Students <b>need substantial academic support</b> 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.</p>

**LEGEND** Your child performed about the same as:

Beginning Learners

Developing Learners

Distinguished and Proficient Learners

