

2025-2026 የትምህርት አመት ከሜሪላንድ የኮሌጅ እና የሙያ ዝግጁነት መመዘኛዎች ጋር የተሳሳተ የስነ መንግስት እና ስነ ህይወት ሳይንስ (LS MISA) የሜሪላንድ አጠቃላይ የምዘና ፕሮግራም (MCAP) ግምገማ ተካሂዷል። ስለ አሜሪካን ስነመንግስት ወይም ሳይንስ የመመረቂያ መስፈርቶችን ለማሟላት፣ አንድ ተማሪ MCAP ስነመንግስት ወይም LS MISA ግምገማ ጋር የሚመጣጠን የአካባቢ፣ የስቴት፣ እና ብሄራዊ የስነመንግስት ኮርስ እና/ወይም የባዮሎጂ ኮርስ አንድ ክሬዲት ማግኘት እና ፈተና መውሰድ አለበት። አንድ ተማሪ የአካደሚክ ደረጃው(ዋን) እያሟላ(ች) ስለመሆኑ(ኗ) ግልጽ የሆነ ስዕል ለማግኘት MCAP ውጤቶች መታየት ያለባቸው በክፍል ውስጥ ከሚሠራው/ከምትሠራው የትምህርት ሥራ፣ ከሪፖርት ካርድ ውጤቶች፣ እና የመምህር ግብረመልስ ጋር በማገናከብ ነው።

የእርስዎን ተማሪ የውጤት ሪፖርት እንዴት እንደሚያነቡ



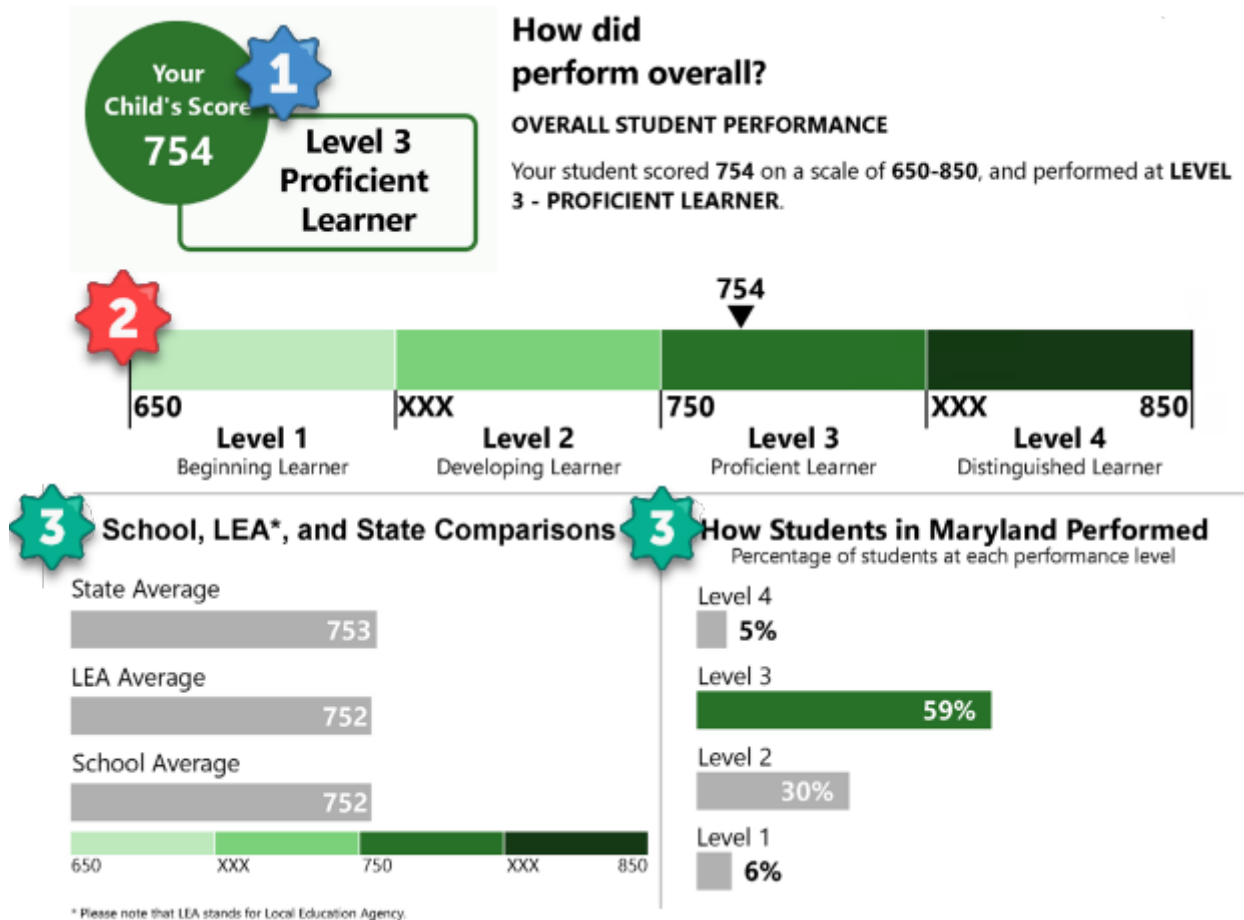
አጠቃላይ አፈጻጸም – ተማሪዎች አጠቃላይ ውጤት የሚሰጣቸው ሲሆን በሚያገኙት ነጥብ ላይ በመመስረት ከአራቱ የአፈጻጸም ደረጃዎች በአንዱ ውስጥ ይመደባሉ፤ ደረጃ 4 ያገኘ(ች) ተማሪ የተዋጣለ(ላ)ት ተማሪ መሆኑ(ኗን) ሲያመለክት ደረጃ 1 ላይ የሚገኝ ተማሪ እንደ ጀማሪ ተማሪ ይቆጠራል።



የውጤት መጠን– ይሄ መመዘኛ የሚያካትተው ለእያንዳንዱ ትግበራ/አስራር ደረጃዎች ያሉት የውጤት መጠን እና በዚህ ሚዛን ውስጥ የተማሪዎ ውጤት በየትኛው እንደሚካተት/እንደሚመደብ ነው።



አጠቃላይ የውጤት ነጥብ ማነፃፀሪያዎች/Overall Score Comparisons–ይሄኛው የሚያመለክተው በተመሳሳይ የክፍል ደረጃ፣ በተመሳሳይ ት/ቤት፣ በአጠቃላይ በትምህርት ዲስትሪክቱ ውስጥ፣ እና በስቴት ዙርያ ከሌሎቹ ተማሪዎች ጋር ሲመዘዘን የእርስዎ ልጅ እንዴት እያከናወነ(ች) እንደሆነ ያመለክታል። በተጨማሪም የተለያየ የብቃት ደረጃ ያላቸውን ተማሪዎች በፕሮሰንቴጅ(በመቶኛ) ይዘረዝራል።





ፋቢይ አፈጻጸም - ይህ ክፍል በእያንዳንዱ የስነህይወት ሳይንስ ወይም ማህበራዊ ጥናት (ስነ መንግስት) ዋና መሠረተ ሀሳቦች ላይ የተማሪው(ዋ)ን አፈጻጸም ይገልጻል።

የዋና ፍሬ ሃሳብ አፈጻጸምን የሚያመለክት ታሪክ/Indicator Legend – እያንዳንዱ ዋና ሃሳብ የአፈጻጸም አመለካከት ምልክት ተደርጎበታል።

- **ዝግ የሆነ ክብ/closed circle** ተማሪው(ዋ) በዚህ ረገድ “የሚደነቅ ወይም ጎበዝ” መሆኑ(ኗ)ን ያሳያል። በዚህ ምድብ ውስጥ ያሉ ተማሪዎች ለተጨማሪ የሳይንስ ወይም የማህበራዊ ጥናት ትምህርት በተሳካ ሁኔታ ለመሳተፍ ጥሩ አካዴሚያዊ ዝግጁነት የሚያሳዩ ሲሆን በማስተማር ችሎታቸውን ማበልፀግ ሊያስፈልጋቸው ይችላል።
- **በከፊል ክብ የተሞላ/half-filled circle** “እውቀቱ(ቷ)ን በማሳደግ ላይ የሚገኝ/የምትገኝ ተማሪ” መሆኑ(ኗ)ን ያመለክታል። በዚህ ምድብ ውስጥ የሚገኙ ተማሪዎች በሳይንስ ወይም በማህበራዊ ጥናት ላይ ተጨማሪ ጥናቶችን በተሳካ ሁኔታ ለመሳተፍ የአካዳሚክ ድጋፍ ያስፈልጋቸዋል።
- **ክፍት የሆነ ክብ** ተማሪው(ዋ) “በጀማሪ ተማሪ ደረጃ” መሆኑ(ኗ)ን ያሳያል። በዚህ ምድብ ውስጥ የሚገኙ ተማሪዎች በሳይንስ ትምህርት ላይ ለስኬታማነት ዝግጁ መሆን የመቻላቸው ሁኔታ ዝቅተኛ ነው። እንደነዚህ ያሉት ተማሪዎች በሳይንስ ወይም በማህበራዊ ጥናቶች ይዘት ስኬትን ለማሳደግ የማስተማር ጣልቃገብነት ያስፈልጋቸዋል።



Student Name: _____

4 **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.

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.

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** 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:

Student Name: _____

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

	Civics	Your student performed about the same as students who demonstrate partial proficiency . Students need additional 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 partial proficiency . Students need additional academic support 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 do not yet demonstrate proficiency . Students need substantial academic support 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

