

Social Studies Performance Level Descriptions

Students demonstrate mastery of social studies concepts and 21st century skills aligned to the Colorado Academic Standards at various performance levels. The performance level descriptors are organized in a manner that assumes students demonstrating higher levels of command have mastered the concepts and skills within the lower levels. For example, a student who approached expectations has also mastered the concepts and skills included in the partially met expectations performance level.

Students who Exceeded Expectations demonstrated distinguished command of the Colorado Academic Standards and can typically

- Analyze primary source documents and connect the various eras and events in Colorado history to events in U.S. and World History
- Use geographic tools to investigate and analyze settlement patterns, how people adapt to and modify the physical environment, and how places in Colorado have changed over time
- Analyze opportunity costs and ways to reduce financial risk to make financial decisions
- Analyze multiple perspectives on an issue and provide solutions

Students who Met Expectations demonstrated strong command of the Colorado Academic Standards and can typically

- Explain cause-and-effect relationships present in Colorado history using historical tools such as organizing and sequencing events and reading primary sources
- Create and investigate questions about Colorado in relation to other places and examine the connections between the physical environment and human activities such as migration
- Explain how the natural, human, and capital resources of Colorado have influenced the types of goods and services provided
- Analyze opportunity costs and risk to make financial decisions
- Compare arguments for both sides of a public policy debate
- Explain the origins, structure, and functions of the Colorado government and its relationship with local and federal governments

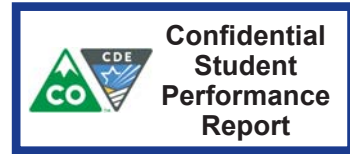
Students who Approached Expectations demonstrated moderate command of the Colorado Academic Standards and can typically

- Describe how the people and cultures who have lived in Colorado have interacted with each other and have affected the development of Colorado
- Describe how Colorado's political structure developed, including the Colorado Constitution and the relationship between state and national government
- Compare the physical geography of Colorado with that of neighboring states and describe how places in Colorado are connected by technology and the movement of goods and services
- Identify and define types of economic incentives, choices, opportunity costs, and risks that individuals face
- Connect goods and services produced throughout Colorado's history to economic incentives
- Provide examples of civic and political issues faced by the state

Students who Partially Met Expectations demonstrated limited command of the Colorado Academic Standards and can typically

- Recognize that major political and cultural groups have affected the development of Colorado
- Use maps, grids, and other geographic tools to answer questions about Colorado
- Describe various technological developments, including those that affect Colorado industries
- Identify goods and services produced in Colorado
- Identify the structure and functions of the Colorado government and the services it provides

For more information about the standards included in this assessment, please visit the Colorado Department of Education's website at <http://www.cde.state.co.us/cosocialstudies/statestandards>



Colorado Measures of Academic Success

Student: FNININ
ININGRFO

SASID: 2019041009 Birthdate: 01/09/2007
School: ALTURA ELEMENTARY SCHOOL (0214)
District: ADAMS-ARAPAHOE 2&J (0180)

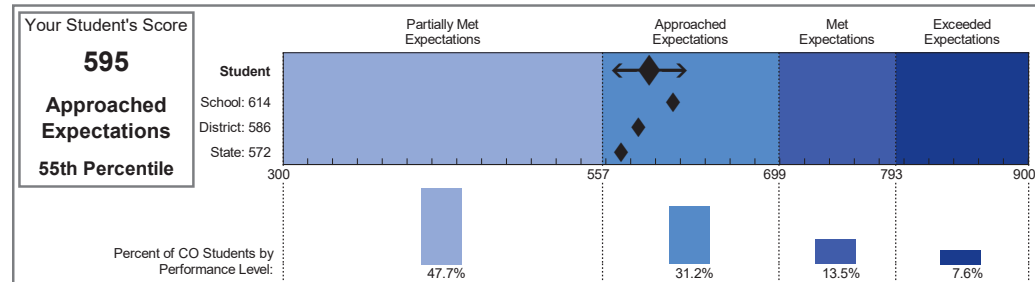
Spring 2019

Social Studies

Grade 4

This score report provides information about your student's performance on the Colorado Measures of Academic Success (CMAS) Social Studies Assessment.

- Your student's performance is represented by a scale score, a performance level, and a percentile rank. Scores are placed on a scale so that student performance can be compared across years.
- On the graph, scale scores are represented by diamonds. The arrows around your student's diamond show the range of scores that your student would likely receive if the assessment was taken multiple times.
- School, district, and state averages are provided so that you can compare your student's performance to the performance of others. The percentage of students in each performance level across the state is reported below the graph.
- Dotted lines show where the range of scores is divided into performance levels. Descriptions of the performance levels can be found at the end of this report.
- You are encouraged to discuss this report with your student's teacher.



Subscale Performance

- The shaded areas in the table below represent approximately 70% of student scores across the state.
- Scores outside of the shaded area indicate a potential weakness or strength compared to the state.

Reporting Category Description	Subscale Score	Potential Relative Weakness	Typical	Potential Relative Strength
History History develops moral understanding, defines identity and creates an appreciation of how things change while building skills in judgment and decision-making. History enhances the ability to read varied sources and develop the skills to analyze, interpret and communicate.	598 652 611	300	460	749
Geography Geography provides students with an understanding of spatial perspectives and technologies for spatial analysis, awareness of interdependence of world regions and resources and how places are connected at local, national and global scales.	600 608 575	488	740	740
Economics Economics teaches how society manages its scarce resources, how people make decisions, how people interact in the domestic and international markets, and how forces and trends affect the economy as a whole. Personal financial literacy applies the economic way of thinking to help individuals understand how to manage their own scarce resources.	612 600 537	484	742	742
Civics Civics teaches the complexity of the origins, structure, and functions of governments; the rights, roles and responsibilities of ethical citizenship; the importance of law; and the skills necessary to participate in all levels of government.	581 582 590	448	748	748

Purpose

This report describes your student's mastery of the Colorado Academic Standards in Social Studies.

For more information on the CMAS assessment program, visit: <http://www.cde.state.co.us/assessment/cmas>

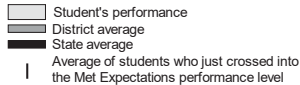
Social Studies

Confidential

Grade 4

Performance by Prepared Graduate Competencies (PGCs) and Grade Level Expectations (GLEs)

- Within each standard, PGCs are identified. PGCs represent the concepts and skills that students need to master in order to be college and career ready.
- GLEs are grade-specific expectations that indicate a student is making progress toward the PGCs.
- The figure below shows the percent of points that your student earned for each GLE represented in the grade. If there is more than one GLE for a PGC, the PGC is also provided.



Standard, PGC, and GLE	Points Possible	Percent of Points Earned*				
		0%	25%	50%	75%	100%
History						
PGC 1: Develop an understanding of how people view, construct, and interpret history						
GLE 1: Organize and sequence events to understand the concepts of chronology and cause and effect in the history of Colorado	9	67%				
PGC 2: Analyze key historical periods and patterns of change over time within and across nations and cultures						
GLE 2: The historical eras, individuals, groups, ideas and themes in Colorado history and their relationships to key events in the United States	10	50%				
Geography						
PGC 1: Develop spatial understanding, perspectives, and personal connections to the world						
GLE 1: Use several types of geographic tools to answer questions about the geography of Colorado	11	73%				
PGC 2: Examine places and regions and the connections among them						
GLE 2: Connections within and across human and physical systems are developed	9	56%				
Economics						
PGC 1: Understand the allocation of scarce resources in societies through analysis of individual choice, market interaction, and public policy						
GLE 1: People respond to positive and negative incentives	9	56%				
PGC 2: Acquire the knowledge and economic reasoning skills to make sound financial decisions (PFL)						
GLE 2: The relationship between choice and opportunity cost (PFL)	8	75%				
Civics						
PGC 1: Analyze and practice rights, roles, and responsibilities of citizens						
GLE 1: Analyze and debate multiple perspectives on an issue	9	33%				
PGC 2: Analyze the origins, structure, and functions of governments and their impacts on societies and citizens						
GLE 2: The origins, structure, and functions of the Colorado government	10	90%				

*Percent of points earned cannot be compared across years because individual items change from year to year. They also cannot be compared across GLEs and PGCs because the number of items and the difficulty of items may not be the same.

Performance by Item Type

CMAS assessments include selected-response and constructed-response items. The figure below shows your student's scale score for each item type in relation to school, district, and state averages.

