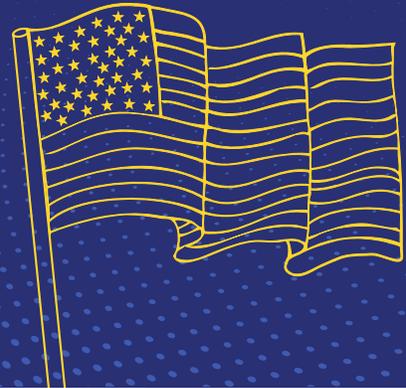


THE NATION'S REPORT CARD

2018 Civics, Geography, and U.S. History

CIVICS



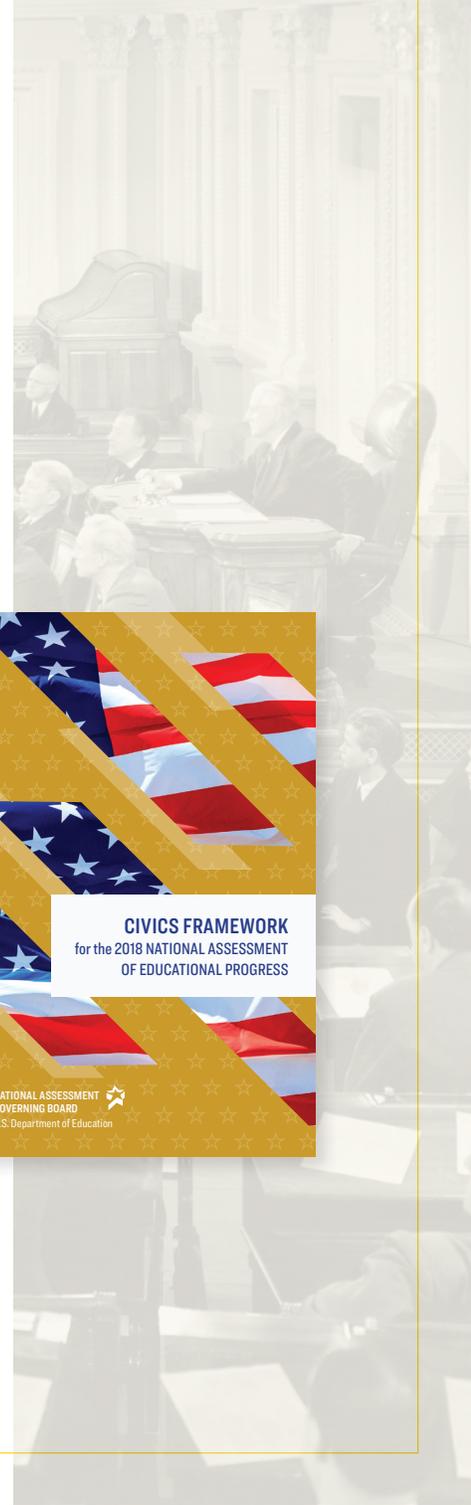
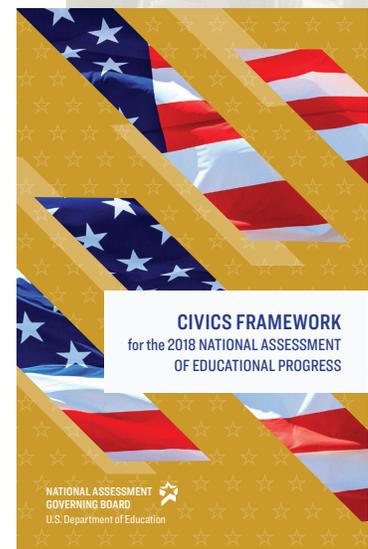
Without the participation of informed and responsible citizens, a democratic republic cannot and does not function, nor can it make progress toward its ideals. Students must show an understanding of not only American government but also the workings of civil society. There is a need for sustained and systematic attention to objective information on how effectively we are educating our children in civics.

The National Assessment of Educational Progress (NAEP) in Civics measures the civics knowledge, skills, and dispositions that are critical to the responsibilities of citizenship in America's constitutional democracy. In 2018, NAEP assessed what eighth-graders across the country know and can do with regards to civics using a digital platform for the first time in this subject area.

Design of the NAEP Civics assessment

The assessment measures students' efficacy in three key components of civics education:

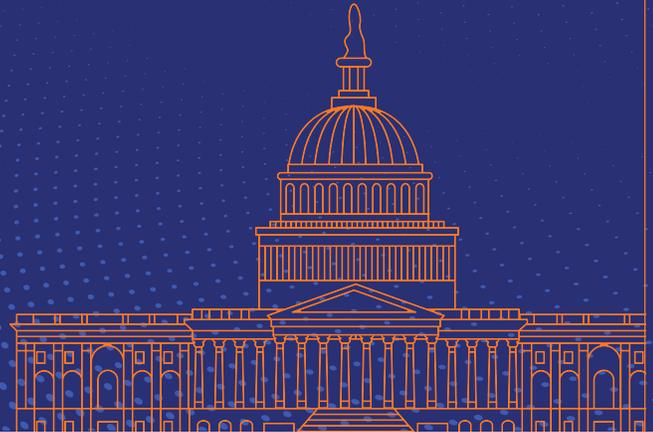
- **Knowledge** - what students need to know and grapple with to become informed and responsible citizens, including the foundations of American democracy, their role as citizens in that system, and the relationship of the United States to other nations and to world affairs.
- **Intellectual and participatory skills** - the use of knowledge to think and act effectively and in a reasoned manner in response to the challenges of life in a constitutional democracy.
- **Civic dispositions** - the traits of private and public character essential to the preservation and improvement of American constitutional democracy.



THE NATION'S REPORT CARD

2018 Civics, Geography, and U.S. History

U.S. HISTORY



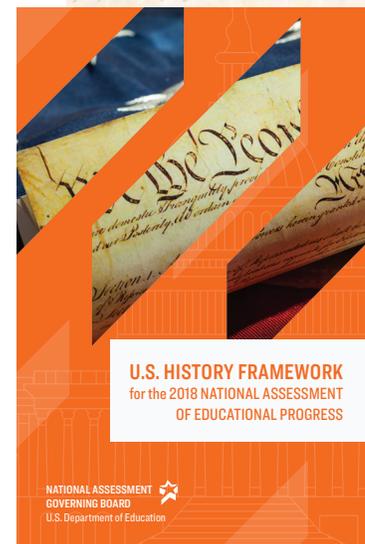
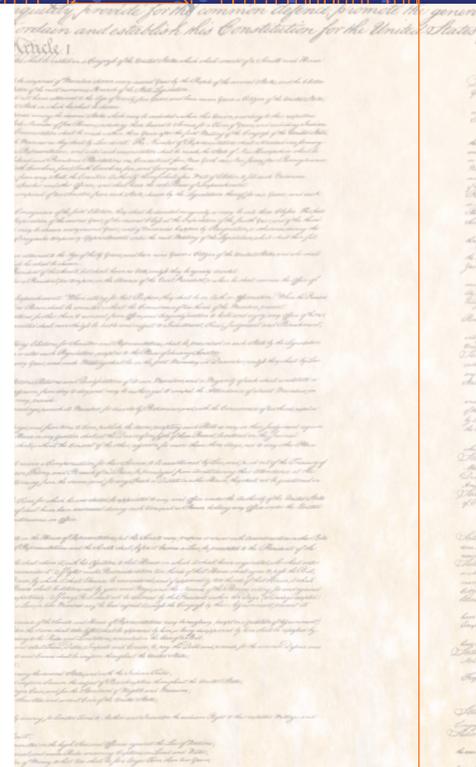
In a democratic republic, such as the United States, the study of our nation's history is vital; all students need to know and understand the origins and evolution of their nation. They also need to understand the development of the nation's democratic institutions and ideals so that they are prepared to take part knowledgeably, as citizens and voters, in shaping America's future.

The National Assessment of Educational Progress (NAEP) in U.S. History is designed to measure eighth grade students' knowledge of U.S. history in the context of democracy, culture, and technological and economic changes. This assessment, first administered in 1994, uses thoughtful select-answer and open-ended questions that allow students to demonstrate their grasp of specific detail while showing a deep understanding of the context of events and their ability to employ logical historical thought processes. In 2018, NAEP assessed what eighth graders across the country know and can do using a digital platform for the first time in this subject area.

Design of the NAEP U.S. History assessment

The assessment covers eight time periods in U.S. history from 1607 to the present day. Students must demonstrate not just knowledge of historical people, events, and themes, but the ability to analyze and interpret by explaining issues, identifying historical patterns, and establishing cause-and-effect relationships.

Students demonstrate an understanding of basic principles and core civic ideas of key historical events and figures; how the gathering of peoples and cultures have contributed to the development of American heritage and society; the transformation of the American economy from rural frontier to industrial superpower and its impact; and the evolution of relationships between the U.S. and other nations.



NATIONAL ASSESSMENT
GOVERNING BOARD
U.S. Department of Education

THE NATION'S REPORT CARD

2018 Civics, Geography, and U.S. History

GEOGRAPHY



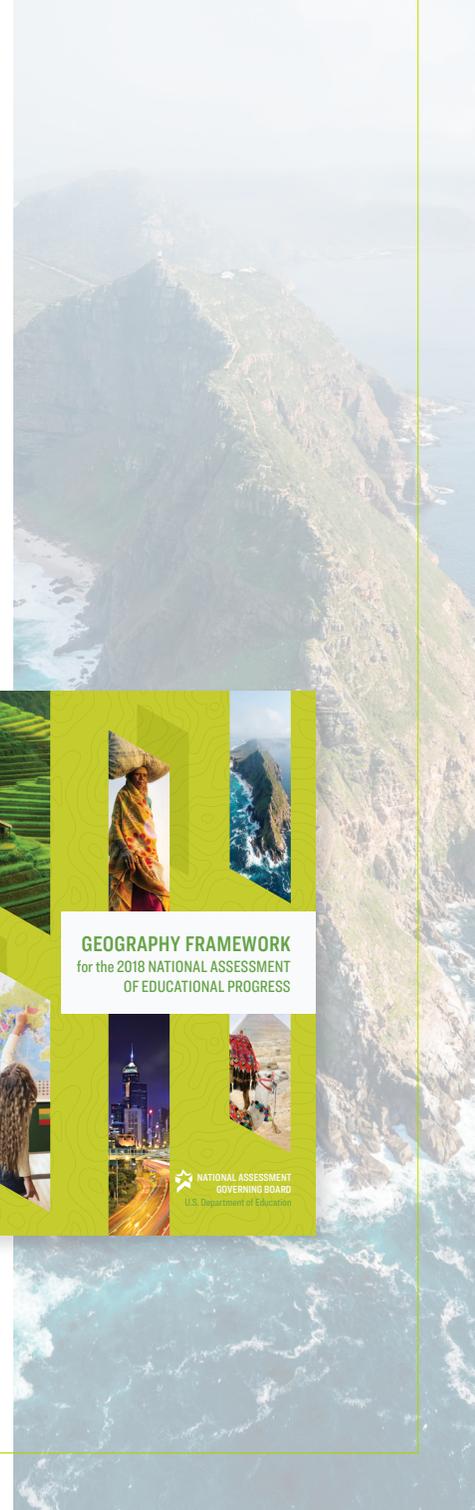
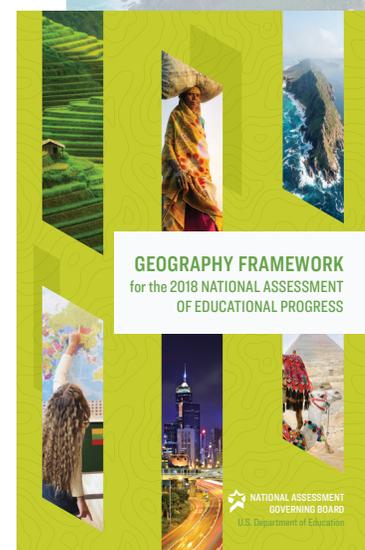
Geography presents a framework for addressing local, regional, national, and global questions. As the world becomes more interconnected through technological advancement and shared concerns about economic, political, social, and environmental issues, the need for geographic knowledge increases. Knowing, understanding, and applying geography's content are essential to responsible citizenship, because geography illuminates causes and effects of physical and human events.

The National Assessment of Educational Progress (NAEP) in Geography measures eighth-graders' knowledge of geography in three content areas (space and place, environment and society, and spatial dynamics and connections). In 2018, NAEP assessed what grade 8 students across the country know and can do in geography using a digital platform for the first time in this subject area.

Design of the NAEP Geography Assessment

The NAEP Geography assessment blends physical science and social science aspects of geography within these three content areas:

- **Space and place:** Knowledge of geography as it relates to particular places on Earth, to spatial patterns on Earth's surface, and to physical and human processes that shape such spatial patterns.
- **Environment and society:** Understanding how people depend on, adapt to, are affected by, and modify the natural environment.
- **Spatial dynamics and connections:** Knowledge of geography as it relates to spatial connections among people, places, and regions. Geography's spatial perspective helps students understand the dynamics of connections among people, places, and regions.





How Performance is Reported

NAEP reports performance using average scores and percentages of students performing at or above three achievement levels: *NAEP Basic*, *NAEP Proficient*, and *NAEP Advanced*.

ACHIEVEMENT LEVELS



NAEP Basic denotes partial mastery of prerequisite knowledge and skills that are fundamental for performance at *NAEP Proficient* level. *NAEP Proficient* represents solid academic performance, demonstrating competency over challenging subject-matter knowledge. *NAEP Advanced* signifies superior performance beyond *NAEP Proficient*.

NAEP Proficient is defined differently from other uses of the term. This variation in terminology is often a source of confusion when it comes to understanding the NAEP achievement levels. For example, the federal Every Student Succeeds Act refers to student "proficiency." State assessment systems may use the terms "proficient" and "proficiency," but state definitions of proficient vary widely. It is important to note that *NAEP Proficient* represents the NAEP program's goal for what all students should know.

Results for all three subjects are only for the nation but can be understood by student demographics and by characteristics of teachers and schools.

