

**MICHIGAN EDUCATIONAL ASSESSMENT PROGRAM  
SAMPLE REPORTS  
For  
Fall 2005 Assessments**

**Prepared for OEAA Fall Conferences**

The attached sample reports provide examples of the formats, organization, and the types of information that reports will contain.

These are working drafts created primarily to confirm the look and feel of the reports and to make sure the information fits in various fields.

Not all of the actual content has been included and any numbers used are simply place holders. All calculations and details are under development and will be verified prior to final distribution.



Grade 6  
Fall 2005



District Name: WANTTOBETTER PUBLIC SCHOOL  
District Code: 00040

School Name: SUPERIOR ELEMENTARY  
School Code: 34567

**Report For:**  
**Firstnamex I. Lastnamexxxxxxx**

SPACE FOR THE ADDRESS LABEL

Dear Parent or Guardian:

During October, 2005, schools participated in the Michigan Educational Assessment Program (MEAP). The federal No Child Left Behind law requires all students in grades 3 to 8, including <Student First Name>, to take the English language arts and mathematics assessments. Students also had the opportunity to take science assessments in grades 5 and 8 and social studies in grades 6 and 9.

The MEAP assessments are important tests that measure what students know and can do in the content areas and grades assessed. MEAP specifically addresses content in the Michigan curriculum frameworks. Most schools have adopted similar curriculum standards. The results presented in this report provide a valid and reliable assessment of how well <Student First Name> is doing overall in the specific content areas assessed.

We encourage you to discuss the MEAP results for <Student First Name> with their teacher and other school professionals who have the benefit of knowing your student personally. Teachers are able to use the MEAP results, together with other assessment and classroom performance information, to provide a more full analysis and a plan for your student's learning.

Parents and teachers have a greater chance of helping children succeed when working together to encourage student learning.

Sincerely,

Michael Flanagan  
Superintendent of Public Instruction  
State of Michigan

**Performance Level Descriptors**

**Level 1: Exceeded Standards**

The student's performance exceeds proficiency standards and indicates substantial understanding and application of key curriculum concepts defined for Michigan students.

**Level 2: Met Standards**

The student's performance is proficient and indicates sufficient understanding and application of key curriculum concepts defined for Michigan students.

**Level 3: Basic**

The student's performance is not yet proficient, indicating a partial understanding and application of key curriculum concepts defined for Michigan students.

**Level 4: Apprentice**

The student's performance is not yet proficient and indicates minimal understanding and application of key curriculum concepts defined for Michigan students.

Care must be taken in understanding the results of these assessments. Your student's scores reflect performance on a given day under standardized administration procedures. The standardized scale scores are the most stable of your student's scores. Strand scores within subject may vary more because fewer items are used to measure strands.

We encourage parents to discuss these results with the teacher who can provide more information by using results from other assessments and classroom performance. The teacher is in the best position to provide guidance in designing appropriate instruction for your student.

The MEAP assessments are standardized, criterion-referenced assessments indicating what students know and can do in relation to the content defined in the Michigan Curriculum Frameworks. More information about the MEAP assessments can be found at [www.michigan.gov/meap](http://www.michigan.gov/meap). Additional information about the State Curriculum Frameworks can be found on the Michigan Department of Education web site, [www.michigan.gov/mde](http://www.michigan.gov/mde).

MEAP assessments are generally made up of multiple choice and written response items developed, edited and reviewed several times by Michigan teachers and educators using a rigorous process that meets national technical standards. The raw scores in this report indicate the number of points assigned to correct responses. Scale scores are reported for each subject placing the raw scores on a standard scale so that comparisons can be made between test administrations. Performance levels were determined using test information and the expert judgment of Michigan educators and other knowledgeable stakeholders.

If you have questions about this assessment, or this report, please talk to your school or district coordinator. Your child's teachers, district coordinator, or principal will be able to assist you in interpreting this report.

**District Contact Information:**

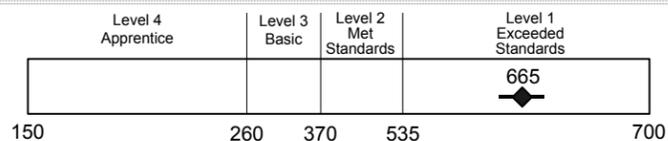
District Coordinator:  
**MARY SMITH**  
Phone:  
**800-111-2323 X100**

For more information, please visit [www.michigan.gov/meap](http://www.michigan.gov/meap).

**Results for Firstnamex**

Subject	Scale Score	Performance Level
Mathematics	665	Exceeded Standards
Social Studies	665	Exceeded Standards
Reading	665	Exceeded Standards
Writing	665	Exceeded Standards
Total English Language Arts	665	Exceeded Standards

**Reading:** The reading scale score is reported below on a scale including the range and performance level.



On the reading assessment the students were asked to read for understanding within and across texts, answer multiple-choice questions, and demonstrate their understanding of text through a written response. All questions on the reading assessment are based upon the Michigan Department of Education English Language Arts Grade Level Content Expectations in reading.

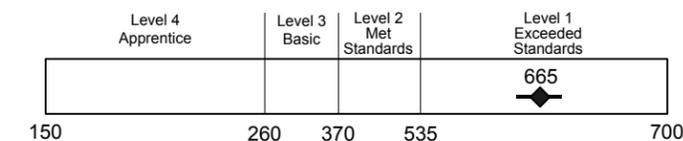
The reading domains at left shows the points possible, as well as the percent correct and points earned by your child.

**A STUDENT WHO EXCEEDED STANDARDS:** Uses knowledge about text features and structures to accurately and insightfully construct meaning and to synthesize and evaluate themes within and across texts. Writes and supports a thorough and effective response, taking a clear position on a question without misconceptions about the texts.

Structure - examples include: narrative, expository  
Features - examples include adjunct aids, such as maps, charts, illustrations

Reading Domains	Points Earned	Points Possible	% Correct
Domain 1	99	99	100%
Domain 2			
Domain 3			
Domain 4			

**Mathematics:** The mathematics assessment results are reported in a scale score shown in the graph below.

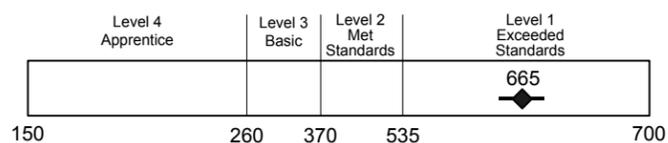


The mathematics assessment results for your student are reported in the graph as a scale score in relation to the range of scores possible and the four performance levels. This test is also made up of five strands or topics within mathematics that include specific expectations appropriate to your student's grade. The table to the right shows how well your student performed in relation to the strands of mathematics.

Your student may benefit most from additional work with you in cooperation with the classroom teacher in one or more of these strands.

Mathematics Strands	Points Earned	Points Possible	% Correct
Number & Operations	99	99	100%
Algebra			
Measurement			
Geometry			
Data & Probability			

**Writing:** The writing scale score is reported below on a scale including the range and performance level.



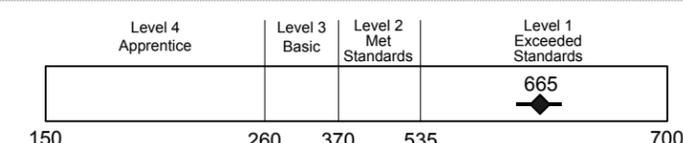
On the writing assessment, students were asked to write about a topic using their own knowledge and experience, answer five multiple-choice questions and respond in writing to a grade level (peer) writing sample. All questions on the writing assessment are based upon the Michigan Department of Education English Language Arts Grade Level Content Expectations in writing.

The writing domains at left shows the points possible, as well as the percent correct and points earned by your child.

**A STUDENT WHO EXCEEDED STANDARDS:** Writes in an exceptionally clear and focused manner about a central idea or task; uses well-organized and fully developed details and language that enhance meaning and effectiveness; and assesses the quality of his/her own writing and the writing of others by applying expert standards.

Writing Domains	Points Earned	Points Possible	% Correct
Domain 1	99	99	100%
Domain 2			
Domain 3			
Domain 4			

**Social Studies:** Your student's social studies scale score is reported on the graph below.

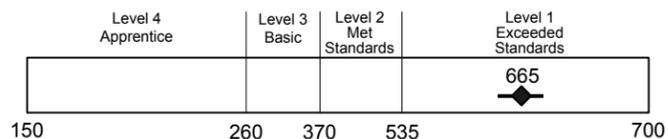


The goal of Social Studies is to prepare students to be responsible citizens. Responsible citizens demonstrate knowledge of history, civics and government, economics, and geography, as well as have the ability to apply this knowledge to everyday life. Thinking skills developed within the Social Studies curriculum must be practiced and applied as a way to maintain our constitutional democracy, to respect core democratic values, and to understand the global connections of modern society. Elementary school students learn to reflect on public issues, and how to construct a position in writing using core democratic values and supporting data.

**A STUDENT WHO EXCEEDED STANDARDS:** Analyzes, synthesizes, and applies social studies information and concepts in a clear and organized manner. Uses key social studies knowledge and skills in their decisions as they become responsible citizens in a democratic society. (see [www.michigan.gov/socialstudies](http://www.michigan.gov/socialstudies))

Social Studies Strands	Points Earned	Points Possible	% Correct
Civics or Government	99	99	100%
Geography			
History			
Economics			
Inquiry & Decision Making			

**Total English Language Arts:** The Total English Language Arts scale score is reported below on a scale including the range and performance level.



**What is Standard Error of Measurement ( —◆— ) ?**

The diamond indicates your child's scale score for the tested subject. This is your child's overall subject scale score and is used to determine the level your child achieved. The horizontal bar indicates the Standard Error of Measurement. This means that had your child taken this test on a different day or had been asked different questions covering the same subject, he/she may have received a different score which probably would have fallen somewhere along this bar.