



Guide to Reports
High School Tests

**SPRING
2004**

TABLE OF CONTENTS

Introduction	1
Section 1	
Scoring.....	2
Section 2 – Report Descriptions	
Comprehensive Report	8
Comprehensive Report – District Summary	12
Content Analysis Report	14
Content Analysis Report – District Summary	18
Demographic Report	20
Item Analysis Report.....	22
Parent Report.....	26
Student Record Label	28
Contact Information	30

INTRODUCTION

This handbook was developed to assist educators in understanding and using the Spring 2004 Michigan Educational Assessment Program (MEAP) test results.

Enclosed in your shipment of reports are essential report summaries to provide information on the status and progress of Michigan’s students.

This handbook offers detailed descriptions of each report and guidance to key components of each report.

The Office of Educational Assessment and Accountability appreciates your comments and feedback. We are committed to providing Michigan educators, parents and other stakeholders an assessment program of the highest quality and reliability.

SECTION I SCORING

Machine-Scoring Process

A computer scores multiple-choice test items. For these items, students must select the one best answer from the four choices in order to get the item correct. Each item is worth one point. There is no penalty for guessing. Multiple responses and omitted items are scored as incorrect.

Handscoring Process

The writing assessments and items requiring an extended or constructed-response in other content area tests require a different scoring system from traditional MEAP tests. The method being used is holistic scoring, the most widely used scoring method for large-scale assessments. Extensive professional practice and research have refined and validated the critical steps that ensure consistency in holistic scoring. Because these are large-scale, high stakes assessments, MEAP staff have taken every step possible to minimize scoring subjectivity.

Measurement Incorporated has been hired as the contractor for the handscoring process. Two independent, college-educated scorers score all MEAP written responses. Before they are permitted to score student responses, scorers receive extensive training and must pass a qualifying test. If they do not pass, they are dismissed. During scoring, periodic quality control checks are in place to ensure that scorers are consistently scoring responses throughout the scoring project.

There are a number of measures taken to promote consistency and quality control. First, every writing test is read and evaluated by at least two scorers. The second scorer never sees the score given by the first scorer. If the first and second scores are not exactly the same or adjacent (within one point), the response is sent to a third scorer with more training and experience for resolution. However, training and qualifying are so thorough that third readings are infrequent.

Scorers are trained to evaluate writing, not writers. Scorers are trained to ignore extraneous factors such as neatness and to focus on the strengths of responses rather than the weaknesses.

Handscoring Criteria

Following are some general scoring guidelines for constructed-response questions. Specific scorepoint descriptions and sample student papers are available at the MEAP web site (www.meritaward.state.mi.us/mma/meap.htm). The scoring guides for the math and science tests, constructed-response questions are item specific and are not included here.

Handscoring the Writing Assessments

Evaluation of the writing is based on each piece as a whole. All of the following aspects of writing are considered: ideas and content, organization, style (sentence structure, vocabulary, voice) and conventions of writing (grammar, usage, mechanics, spelling). Writing must be legible to be scored; otherwise, penmanship is not a factor in the student's score.

**Scoring the English Language Arts (ELA) Test
High School
Spring 2004**

Writing from Knowledge and Experience (Part 1: Session 1 & 2)

- Part 1: Session 1 – Writing from Knowledge and Experience. Responses are scored using the holistic 6-point writing rubric (see prototypes containing rubrics available on the MEAP web site at www.meritaward.state.mi.us/mma/meap.htm).
- Part 1: Session 2 – Reporting and Reflecting. Responses are scored using the holistic 4-point writing rubric.
- Each session is scored by two independent scorers.
- For writing, the scores are added together for a total possible score of 20 points.

Reading for Understanding and Response to the Reading Selections (Part 2A + 2B)

- Reading for Understanding (Part 2A) consists of 25 multiple-choice items. Each item is worth one point.
- The Response to the Reading Selections (Part 2B) is scored by two independent scorers with the generic 6-point rubric for the Response to the Reading Selections. The two scorers' scores are averaged together for a total possible score of six.
- The scores from Part 2A and Part 2B are added together for a possible total of 31 points for reading.

Integrated English Language Arts (ELA) Score – a “Partial Compensatory Model”

- ELA scale scores are calculated by averaging each individual student's reading and writing scale scores (e.g., a student with a 530 reading scale score and a 500 writing scale score has an ELA scale score of 515).
- ELA performance level cut scores are determined by averaging the scale score cuts for reading and writing. (See the MEAP website for “MEAP Score Categories and Scale Score Ranges.”)
- The Met/Exceeded performance levels for the integrated ELA (R+W) score require students to do well on the reading and writing tests.
- Scale scores and performance levels are both taken into account when determining the integrated ELA score.
- A student must have a valid score on both reading and writing to get an integrated ELA score. A student receives a valid score for reading or writing if any multiple-choice or constructed-response is attempted on an answer folder.
- The listening portion of the ELA test is not counted in the integrated ELA score because it is an optional test.

Listening

- There are 10 multiple-choice items for a total of 10 points.
- Only two levels were set for listening: “Met or Exceeded Michigan Standards” or “Did Not Meet Michigan Standards.”

Michigan Educational Assessment Program
Integrated English Language Arts
High School Test
Part 1: Session 1 Rubric
Writing from Knowledge and Experience

- 6** The writing is exceptionally engaging, clear, and focused. Ideas and content are thoroughly developed with relevant details and examples where appropriate. The writer's control over organization and the connections between ideas moves the reader smoothly and naturally through the text. The writer shows a mature command of language including precise word choice that results in a compelling piece of writing. Tight control over language use and mastery of writing conventions contribute to the effect of the response.
- 5** The writing is engaging, clear, and focused. Ideas and content are well developed with relevant details and examples where appropriate. The writer's control over organization and the connections between ideas effectively moves the reader through the text. The writer shows a command of language including precise word choice. The language is well controlled, and occasional lapses in writing conventions are hardly noticeable.
- 4** The writing is generally clear and focused. Ideas and content are developed with relevant details and examples where appropriate, although there may be some unevenness. The response is generally coherent, and its organization is functional. The writer's command of language, including word choice, supports meaning. Lapses in writing conventions are not distracting.
- 3** The writing is somewhat clear and focused. Ideas and content are developed with limited or partially successful use of examples and details. There may be evidence of an organizational structure, but it may be artificial or ineffective. Incomplete

mastery over writing conventions and language use may interfere with meaning some of the time. Vocabulary may be basic.

- 2** The writing is only occasionally clear and focused. Ideas and content are underdeveloped. There may be little evidence of organizational structure. Vocabulary may be limited. Limited control over writing conventions may make the writing difficult to understand.
- 1** The writing is generally unclear and unfocused. Ideas and content are not developed or connected. There may be no noticeable organizational structure. Lack of control over writing conventions may make the writing difficult to understand.

Not ratable if:

- A** off topic
- B** illegible
- C** written in a language other than English
- D** blank/refused to respond

Michigan Educational Assessment Program
Integrated English Language Arts Assessment
High School Test
Part 1: Writing – Session 2 Rubric
Reporting and Reflecting

- 4 The written response demonstrates the ability to reflect critically on a provided piece of writing. Ideas are supported by specific examples or details from the provided piece. Organization and form enhance the central ideas and move the reader through the text. The voice and tone are authentic and compelling. There may be minor surface feature errors.
- 3 The written response demonstrates the ability to reflect on a provided piece of writing. Ideas are somewhat supported by examples or details from the provided piece. Organization and form are appropriate and present the ideas coherently. The voice and tone support the ideas conveyed. Surface feature errors may be noticeable.
- 2 The written response demonstrates some ability to reflect on a provided piece of writing. Ideas are supported with limited details and examples from the provided piece. The voice and tone may be inappropriate or uneven. Limited control of surface features may make the writing awkward to read.
- 1 The written response demonstrates the attempt to reflect on a provided piece of writing. Ideas may be presented as generalizations about writing or a simple summary of the provided piece. There is little discernible shape or direction. There is little control over voice and tone. Limited control of surface features may make the writing difficult to read.

Not ratable if:

- A** copies and/or revises student sample, making no connection to the question asked
- B** insufficient, off-topic, illegible
- C** written in a language other than English
- D** blank/refused to respond
- E** summarizes the student sample, making no connection to the question asked

Michigan Educational Assessment Program
Integrated English Language Arts Assessment
High School Test
Part 2B Rubric
Response to the Reading Selections

- 6** The student effectively synthesizes and applies key ideas, generalizations, and principles from within each reading selection to support a position in response to the scenario question and makes a clear connection between the reading selections. The position and connection are thoroughly developed through the use of appropriate examples and details. There are no misconceptions about the reading selections. There are strong relationships among ideas. Mastery of language use and writing conventions contributes to the effect of the response.
- 5** The student makes meaningful use of key ideas from within each reading selection to support a position in response to the scenario question and makes a clear connection between the reading selections. The position and connection are well developed through the use of appropriate examples and details. Minor misconceptions may be present. Relationships among ideas are clear to the reader. The language is controlled, and occasional lapses in writing conventions are hardly noticeable.
- 4** The student makes adequate use of ideas from within each reading selection to support a position in response to the scenario question and makes a connection between the reading selections. The position and connection are supported by examples and details. Minor misconceptions may be present. Language use is correct. Lapses in writing conventions are not distracting.
- 3** The student makes adequate use of ideas from one reading selection **OR** makes partially successful use of ideas from both reading selections to support a position in response to the scenario question. The position is developed with limited use of

examples and details. Misconceptions may indicate only a partial understanding of the reading selections. Language use is correct but limited. Incomplete mastery over writing conventions may interfere with meaning some of the time.

- 2** The student makes partially successful use of ideas from one reading selection **OR** minimal use of ideas from both reading selections to support a position in response to the scenario question. The position is underdeveloped. Major misconceptions may indicate minimal understanding of the reading selections. Limited mastery over writing conventions may make the writing difficult to understand.
- 1** The student does not take a position on the scenario question but makes at least minimal use of ideas from one or both of the reading selections to respond to the scenario question or theme **OR** minimally uses ideas from only one of the reading selections to support a position in response to the scenario question. Ideas are not developed and may be unclear. Major misconceptions may indicate a lack of understanding of the reading selections. Lack of mastery over writing conventions may make the writing difficult to understand.

Not ratable if:

- A** Retells or references the reading selections with no connection to the scenario question or theme
- B** Off topic
- C** Illegible/written in a language other than English
- D** Blank/refused to respond
- E** Responds to the scenario question with no reference to either of the reading selections

MEAP Score Categories and Scale Score Ranges Spring 2004 – High School Tests

Important Note: The scale score cuts and ranges for levels 3 (500-Basic) and 2 (530-Met Michigan Standards) are consistent across grades and content areas. Cut scores for level 1 fluctuate slightly from year to year and for each content area and grade. The raw scores associated with all cut scores will also fluctuate slightly from year to year.

MATHEMATICS	High School	Level 4 Not Endorsed (≤ 499)	Level 3, Endorsed At Basic Level (503 – 528)	Level 2, Endorsed Met MI Standards (531 – 627)	Level 1, Endorsed Exceeded MI Standards (631 +)
SCIENCE	High School	Level 4 Not Endorsed (≤ 497)	Level 3, Endorsed At Basic Level (500 – 528)	Level 2, Endorsed Met MI Standards (531 – 635)	Level 1, Endorsed Exceeded MI Standards (639 +)
SOCIAL STUDIES	High School	Level 4 Not Endorsed (≤ 498)	Level 3, Endorsed At Basic Level (500 – 529)	Level 2, Endorsed Met MI Standards (531 – 591)	Level 1, Endorsed Exceeded MI Standards (596 +)
ENGLISH LANGUAGE ARTS	HST Reading	Level 4 Not Endorsed (≤ 499)	Level 3, Endorsed At Basic Level (501 – 527)	Level 2, Endorsed Met MI Standards (530 – 589)	Level 1, Endorsed Exceeded MI Standards (598 +)
	HST Writing	Level 4 Not Endorsed (≤ 494)	Level 3, Endorsed At Basic Level (500 – 524)	Level 2, Endorsed Met MI Standards (530 – 548)	Level 1, Endorsed Exceeded MI Standards (554 +)
	HST Total ELA*	Level 4 Not Endorsed (≤ 499)	Level 3, Endorsed At Basic Level (500 – 529)	Level 2, Endorsed Met MI Standards (530 – 575.5)	Level 1, Endorsed Exceeded MI Standards $((598+554)/2=576 +)$
	HST Listening	Did Not Meet MI Standards (≤ 529)		Met/Exceeded MI Standards (530 +)	

*There are two parts to the ELA scoring process. Both scale scores and performance levels are taken into account in determining the integrated ELA level. Students must score at or above the cut score and a level of 2 or 1 in reading and writing to earn a level 1 ELA score. Students must score at or above the cut score and a level 3 or higher in reading and writing to earn a level 2 ELA score.

Section 2 Report Descriptions

Comprehensive Report (Figure 1a, 1b, 1c)

The Comprehensive Report provides summary score information for each MEAP content area for each student tested by grade level, by building. This report identifies the student's demographic information. The test form, scale score, and the performance level earned by the student on each content test are provided.

Section A contains the title of the report, the grade level reported, and the test cycle. The school district and school building names and codes are also provided.

Section B lists each student's Unique Identification Code (UIC) in the left-hand column, followed by the student's name.

Section C provides the student's gender and ethnicity and also indicates if the student is classified as Limited English Proficient (LEP), Formerly LEP (FLEP), Special Education (SE) and/or Less Than Full academic year (LTF). Definitions of the abbreviated Field Codes are given at the top of the report.

Section D lists all MEAP tests, but scores are provided only for the tests taken. The first column under each content area lists the test form taken (F). The second column lists the scale score (SS) the student received, and the final column under each content area provides the level the student obtained relative to Michigan standards. Definitions of the Field Codes, Score Codes, Scale Scores Ranges, and Levels are provided at the top of the report.

Section E provides a grade level summary by test form, of scores for all classrooms or groups identified by the school.

Section F is a comparative set of mean score information for grade, district and state.

Figure 1a

MEAP Comprehensive Report - Public
Grade 12 List by Student
Spring 2004

01001 Pleasantville Public Schools
10003 Central High School



Field Codes	
UIC	Unique Identification Code
Gndr	Gender
Eth	Ethnicity (See Guide to Reports)
LEP	Limited English Proficient
FLEP	Formerly LEP
SE	Special Education
LTF	Less Than Full Academic Year
F	Form:
	B-Operational, C-Emergency
%M	Met/Exceeded Standards: Level 1, 2 or M

SS = Scale Score		
	Form B	Form C
Mathematics	97 - 1000	120 - 960
Science	69 - 1026	102 - 964
Social Studies	269 - 735	365 - 735
Reading	356 - 740	356 - 740
Writing	458 - 578	458 - 578
ELA	407 - 659	407 - 659
Listening	442 - 578	442 - 578

Score Codes		Levels	
A	Not Tested - Absent	1	Exceeded Standards
E	Unethical Practice	2	Met Standards
NA	Not Available/Indeterminate	3	At Basic Level
N	Nonstandard Accommodations	4	Apprentice
S	Standard Accommodations	Listening Levels	
U	Unable to Participate	M	Met/Exceeded Standards
BD	Blank Document	D	Did Not Meet Standards
*	Not Included in Summary		

Central High School - Comprehensive Report - Grade 12

UIC	Student Name	Gndr	Eth	LEP	FLEP	SE	LTF	Mathematics			Science			Social Studies			Reading - R			Writing - W			ELA (R+W)			Listening						
								F	SS	Level	F	SS	Level	F	SS	Level	F	SS	Level	F	SS	Level	F	SS	Level	F	SS	Level				
111111001	ANDERSON, MIKE	M	5														B	*	*	BD	B	518	3					B	*	*	BD	
111111002	BEECHAM, THOMAS L	M	5					B	485	4																						
111111003	CHARLES, GUSTAV	M	5														B	*	*	BD	B	518	3					B	*	*	BD	
111111004	CHRISTIAN, SANDRA F	F	5					B	442	4	B	482	4	B	482	4	B	519	3	B	500	3	B	512.5	3	B	512.5	3	B	*	*	BD
111111098	CRUISE, JACQUELYN M	F	5					B	503	3	B	473	4																			
111111876	DIXON, FREDERICK	M	5					B	513	3																						
111111005	DOE, JOE A	M	5											B	549	2																
111111006	DOE, JILL R	F	5											B	505	3																
111111029	EDWARD, CHARLES M	M	5														B	*	*	BD	B	530	2					B	*	*	BD	
111111030	FOWLER, MARY M	F	5					B	561	2	B	511	3																			
111111031	GOPAL, RAM J	M	5														B	*	*	BD	B	512	3					B	*	*	BD	
111111032	HARRIS, EDWIN J	M	5					B	546	2																						
111121099	IBARRA, TODD R	M	5														B	*	*	BD	B	530	2					B	*	*	BD	
111131048	JACKSON, MARY J	F	5								B	514	3																			
111111033	JACQUES, CHRISTOPHER M	M	5														B	*	*	BD	B	530	2					B	*	*	BD	
1111661067	JEFFERSON, SCOTT J	M	5					B	567	2							B	*	*	BD	B	530	2					B	*	*	BD	
111111986	KRONER, DAVID D	M	5														B	*	*	BD	B	518	3					B	*	*	BD	
111111012	LEWIS, CAROL M	F	5					B	564	2																						
111111013	MORGAN, PETER J	M	5														B	*	*	BD	B	506	3					B	*	*	BD	
111111345	PAGE, EMMA E	F	5														B	*	*	BD	B	524	3					B	*	*	BD	
111111015	PAT, TREVOR J	M	5					B	543	2	B	509	3				B	*	*	BD	B	518	3					B	*	*	BD	
111111014	PAUL, JOHN E	M	5														B	*	*	BD	B	518	3					B	*	*	BD	
111113108	PETERSON, ASH J	F	5					B	531	2	B	522	3																			
1111341081	PICHAJ, PICHUYA	M	5														B	*	*	BD	B	530	2					B	*	*	BD	
	QUARTER, MIKE	M	5														B	582	2	B	506	3	B	544.0	2	B	544.0	2	B	*	*	BD
111111016	REIS, PIRI M	M	5					B	469	4																						
111111017	REYNOLDS, JOSHUA	M	5														B	*	*	BD	B	518	3					B	*	*	BD	
111111018	ROE, JANE L	F	5					B	492	4							B	*	*	BD	B	524	3					B	*	*	BD	
	SMITH, DAVID J	M	5														B	*	*	BD	B	524	3					B	*	*	BD	
111111025	SMITH, ELSIE L	F	5														B	*	*	BD	B	518	3					B	*	*	BD	
111111026	SMITH, ELIZABETH M	F	2											B	519	3																
111111027	STOWE, HARRIET L	M	5					B	492	4	B	463	4																			
111111023	THOMAS, QUAIN T A	M	5					B	540	2	B	520	3																			
111111632	THOMAS, SHANE M	M	5					B	506	3							B	539	2	B	*	*	BD					B	*	*	BD	
111111024	TRUMAN, THERASA A	F	5					B	537	2																						
1111331011	WILLIAMS, KATE E	F	5					B	537	2																						

Figure 1b

MEAP Comprehensive Report - Public
Grade 12 Summary
Spring 2004

01001 Pleasantville Public Schools
10003 Central High School

Field Codes	
UIC	Unique Identification Code
Gndr	Gender
Eth	Ethnicity (See Guide to Reports)
LEP	Limited English Proficient
FLEP	Formerly LEP
SE	Special Education
LTF	Less Than Full Academic Year
F	Form: B-Operational, C-Emergency
%M	Met/Exceeded Standards: Level 1, 2 or M

SS = Scale Score		
	Form B	Form C
Mathematics	97 - 1000	120 - 960
Science	69 - 1026	102 - 964
Social Studies	269 - 735	365 - 735
Reading	356 - 740	356 - 740
Writing	458 - 578	458 - 578
ELA	407 - 659	407 - 659
Listening	442 - 578	442 - 578

Score Codes		Levels	
A	Not Tested - Absent	1	Exceeded Standards
E	Unethical Practice	2	Met Standards
NA	Not Available/Indeterminate	3	At Basic Level
N	Nonstandard Accommodations	4	Apprentice
S	Standard Accommodations	Listening Levels	
U	Unable to Participate	M	Met/Exceeded Standards
BD	Blank Document	D	Did Not Meet Standards
*	Not Included in Summary		

Central High School - Comprehensive Report - Grade 12 Summary

	Grade	Form	Mathematics			Science			Social Studies			Reading - R			Writing - W			ELA (R+W)			Listening (Optional)		
			SS	n	%M	SS	n	%M	SS	n	%M	SS	n	%M	SS	n	%M	SS	n	%M	SS	n	%M
Grade	12	B	518	26	50	499	12	8	<10	<10	518	30	20	<10									
Grade	12	All	518	26	50	499	12	8	<10	<10	518	30	20	<10									



MEAP Comprehensive Report - Public School Summary Spring 2004

01001 Pleasantville Public Schools
10003 Central High School

Figure 1c

Field Codes	
SS	Scale Score
n	Number of students
%M	Percent Met or Exceeded Michigan Standards Level 1, 2, or M
<10	No scores provided if <10 students

Score Codes		Levels	
A	Not Tested - Absent	1	Exceeded Standards
E	Unethical Practice	2	Met Standards
NA	Not Available/Indeterminate	3	At Basic Level
N	Nonstandard Accommodations	4	Apprentice
S	Standard Accommodations	Listening Levels	
U	Unable to Participate	M	Met/Exceeded Standards
BD	Blank Document	D	Did Not Meet Standards
*	Not Included in Summary		

Central High School - Comprehensive Report - School Summary																							
Grade	Form	Mathematics			Science			Social Studies			Reading - R			Writing - W			ELA (R+W)			Listening (Optional)			
		SS	n	%M	SS	n	%M	SS	n	%M	SS	n	%M	SS	n	%M	SS	n	%M	SS	n	%M	
School Grade	10	B	582	51	88	586	51	88	530	51	53	572	51	100	531	51	59	551.3	51	98	568	51	98
District Grade	10	B	563	67	75	577	64	81	524	62	48	566	63	95	526	65	52	546.6	63	90	566	63	94
State Grade	10	B	549	5,014	62	548	4,852	65	520	4,810	42	554	4,744	84	527	5,141	54	540.9	4,675	74	557	1,911	89
School Grade	10	All	582	51	88	586	51	88	530	51	53	572	51	100	531	51	59	551.3	51	98	568	51	98
District Grade	10	All	563	67	75	577	64	81	524	62	48	566	63	95	526	65	52	546.6	63	90	566	63	94
State Grade	10	All	549	5,014	62	548	4,852	65	520	4,812	42	554	4,746	84	527	5,148	54	540.9	4,684	74	557	1,911	89
School Grade	11	B	528	254	48	539	253	56	505	247	23	552	253	85	520	258	35	536.3	249	67	555	249	90
District Grade	11	B	520	609	42	529	603	50	502	575	25	547	591	77	519	595	36	533.4	580	62	551	583	84
State Grade	11	B	533	96,892	51	530	95,852	51	509	95,210	31	546	95,348	76	524	97,335	48	535.4	94,178	65	551	32,417	82
School Grade	11	All	528	254	48	539	253	56	505	247	23	552	253	85	520	258	35	536.3	249	67	555	249	90
District Grade	11	All	520	609	42	529	603	50	502	575	25	547	591	77	519	595	36	533.4	580	62	551	583	84
State Grade	11	All	533	96,918	51	530	95,853	51	509	95,340	31	546	95,514	76	524	97,634	48	535.4	94,556	65	551	32,418	82
School Grade	12	B	518	26	50	499	12	8	<10	<10	<10	518	30	20	<10	<10	<10	<10	<10	<10	<10	<10	<10
District Grade	12	B	509	68	37	501	37	16	488	16	6	530	16	75	516	67	25	513.9	14	29	<10	<10	<10
State Grade	12	B	496	7,723	25	494	6,652	22	483	4,436	9	525	4,398	51	516	9,108	30	516.7	3,802	32	529	1,003	56
School Grade	12	All	518	26	50	499	12	8	<10	<10	<10	518	30	20	<10	<10	<10	<10	<10	<10	<10	<10	<10
District Grade	12	All	509	68	37	501	37	16	488	16	6	530	16	75	516	67	25	513.9	14	29	<10	<10	<10
State Grade	12	All	496	7,724	25	494	6,652	22	483	4,436	9	525	4,398	51	516	9,111	30	516.7	3,805	32	529	1,003	56

Comprehensive Report – District Summary (Figure 2)

The Comprehensive District Report provides summary score information by MEAP content area for each school in the district. Test forms used in each school divide the report. A comparison mean is provided at both the district and state level following the scores for each test form.

Section A contains the title of the report and the test cycle. The school district name and code is also provided.

Section B lists each school's name, the grade being reported, and the form of the test students used. District and state information are provided for each test form.

Section C lists all MEAP tests. The first column under each content area test gives the mean scale score (SS) the school received for that content area. The second column shows how many students took that test (n) using the specified form. The final column under each content area provides the percent of students that met or exceeded Michigan standards.

Figure 2

MEAP Comprehensive Report - Public District Summary Spring 2004



01001 Pleasantville Public Schools

Field Codes	
SS	Scale Score
n	Number of students
%M	Percent Met or Exceeded
	Michigan Standards
	Level 1, 2, or M
<10	No scores provided if <10 students

SS = Scale Score		
	Form B	Form C
Mathematics	97 - 1000	120 - 960
Science	69 - 1026	102 - 964
Social Studies	269 - 735	365 - 735
Reading	356 - 740	356 - 740
Writing	458 - 578	458 - 578
ELA	407 - 659	407 - 659
Listening	442 - 578	442 - 578

Score Codes		Levels	
A	Not Tested - Absent	1	Exceeded Standards
E	Unethical Practice	2	Met Standards
NA	Not Available/Indeterminate	3	At Basic Level
N	Nonstandard Accommodations	4	Apprentice
S	Standard Accommodations	Listening Levels	
U	Unable to Participate	M	Met/Exceeded Standards
BD	Blank Document	D	Did Not Meet Standards
*	Not Included in Summary		

Pleasantville Public Schools - Comprehensive Report - Grade 12 District Summary																								
	Grade	Form	Mathematics			Science			Social Studies			Reading - R			Writing - W			ELA (R+W)			Listening (Optional)			
			SS	n	%M	SS	n	%M	SS	n	%M	SS	n	%M	SS	n	%M	SS	n	%M	SS	n	%M	
Western High School	12	B	507	36	33	501	19	16		<10		<10	515	33	33		<10		<10		<10		<10	
Northern High School	12	B		<10			<10			<10		<10		<10			<10		<10		<10		<10	
Central High School	12	B	518	26	50	499	12	8		<10		<10	518	30	20		<10		<10		<10		<10	
District Grade	12	B	509	68	37	501	37	16	488	16	6	530	16	75	516	67	25	513.9	14	29		<10		<10
State Grade	12	B	496	7,723	25	494	6,652	22	483	4,436	9	525	4,398	51	516	9,108	30	516.7	3,802	32	529	1,003	56	
State Grade	12	C		<10			<10			<10		<10		<10		<10		<10		<10		<10		<10
Western High School	12	All	507	36	33	501	19	16		<10		<10	515	33	33		<10		<10		<10		<10	
Northern High School	12	All		<10			<10			<10		<10		<10			<10		<10		<10		<10	
Central High School	12	All	518	26	50	499	12	8		<10		<10	518	30	20		<10		<10		<10		<10	
District Grade	12	All	509	68	37	501	37	16	488	16	6	530	16	75	516	67	25	513.9	14	29		<10		<10
State Grade	12	All	496	7,724	25	494	6,652	22	483	4,436	9	525	4,398	51	516	9,111	30	516.7	3,805	32	529	1,003	56	

Content Analysis Report – Figure 3

The Content Analysis Report presents specific content information by building, for each student who took the MEAP tests. A student’s total raw score points, percent of points correct, scale score and performance level are provided. The mean points correct for each strand of a content area are provided to give specific information to educators on a student’s strengths and weaknesses. Information in this report is summarized for each classroom or group as well as for the school, district, and state level.

Section A contains the title of the report, the grade level reported, and the structure of the report (i.e., List by Student, Summary). The test cycle and content area are also provided, along with the school district and building names and codes.

Section B lists each student’s Unique Identification Code (UIC) in the left-hand column, followed by the student’s name.

Section C provides, by student, the test form administered (F), the points earned out of total points possible, and the percent of points answered correctly. The next column presents the student’s scale score and performance level relative to meeting Michigan standards. Definitions of Field Codes, Score Codes, and Levels are provided at the top of the report.

Section D describes the number of points achieved on each strand of the test, along with the total number of points possible for each strand.

Section E refers to the summary line that provides a mean score of points achieved (Mean Pts.), percentage of points correct (Mean %C), and the mean scale score (Mean SS) for each preceding classroom or group of students, identified by the school. The percentage of students within a group that met or exceeded the Michigan standards is identified as “%M”.

Section F provides a grade level summary of scores for all classrooms or groups identified by the school.

Section G provides a comparative set of mean score information for grade, district and state.

Comment Codes, which follow, are used for the ELA test to provide information about the extended responses written by students.

MEAP Writing - Session 1 Comment Codes

1. Lacks focus on a central idea.
2. Demonstrates limited control over sentence structure, vocabulary and/or conventions.
3. Needs details and examples to adequately develop the ideas and content.
4. Lacks coherent organization or connections.
5. Needs richer development of the central idea with some additional, relevant details and examples to get a higher score.
6. Needs tighter control of organization and/or the connections among ideas to get a higher score.
7. Needs greater precision and maturity of language use to get a higher score.
8. Earned the highest scorepoint of 6.
0. Represents a highly competent response.

MEAP Response to the Reading Selections Comment Codes for High School

1. Lacks a position or does not support a position with examples from the reading selections.
2. Lacks clarity, which causes confusion.
3. Needs examples and details from the reading selections to adequately develop the position.
4. Supports the position with examples and details from only one reading selection.
5. Does not make a connection across the two reading selections.
6. Contains misconceptions about the content of the reading selections.
7. Needs richer support of the position with some additional examples and details from the reading selections.
8. Needs greater precision and mastery of language use.
9. Earned the highest scorepoint of 6.
0. Represents a highly competent response.

Figure 3a

MEAP Content Analysis Report - Public
Grade 12 List by Student
Spring 2004 Mathematics **A**

01001 Pleasantville Public Schools
 10003 Central High School

Field Codes	
UIC	Unique Identification Code
F	Form: B-Operational, C-Emergency
%M	Met/Exceeded Standards: Level 1, 2 or M

SS = Scale Score		
	Form B	Form C
Mathematics	97 - 1000	120 - 960

Score Codes		Levels	
A	Not Tested - Absent	1	Exceeded Standards
E	Unethical Practice	2	Met Standards
NA	Not Available/Indeterminate	3	At Basic Level
N	Nonstandard Accommodations	4	Apprentice
S	Standard Accommodations		
U	Unable to Participate		
BD	Blank Document		
*	Not Included in Summary		

Central High School - Content Analysis Report - Mathematics - Grade 12, Class/Group N/A													
UIC	Student Name	F	Points B = 52 Total C = 52 Total	% Correct All Strands	Scale Score B = 97 - 1000 C = 120 - 960	Level	Score Codes	Patterns & Functions B = 11 Total C = 10 Total	Geometry & Measurement B = 10 Total C = 10 Total	Data Analysis B = 11 Total C = 11 Total	Number Sense B = 1 Total C = 2 Total	Numerical Operations B = 12 Total C = 12 Total	Probability & Discrete Math B = 7 Total C = 7 Total
111111001	ANDERSON, MIKE	B	16.0	31	485	4		5.0	3.0	1.0	0.0	4.0	3.0
111111002	BEECHAM, THOMAS L	B	11.0	21	442	4		5.0	1.0	4.0	0.0	1.0	0.0
111111003	CHARLES, GUSTAV	B	23.0	54	561	2		6.0	4.0	7.0	1.0	6.0	4.0
111111004	CHRISTIAN, SANDRA F	B	25.5	49	546	2		9.0	2.0	7.0	1.0	5.5	2.0
111111005	COOPER, JOE A	B	28.5	55	564	2		9.0	5.0	7.0	1.0	3.0	3.0
111111006	DOE, JILL R	B	25.0	48	543	2		6.0	6.0	7.0	1.0	3.0	5.0
111111029	EDWARD, CHARLES M	B	14.0	27	469	4		3.0	3.0	4.0	0.0	3.0	1.0
111111030	FOWLER, MARY M	B	17.0	33	492	4		3.0	2.0	5.0	1.0	3.0	3.0
111111031	GOPAL, RAM J	B	17.0	33	492	4		3.0	2.0	3.0	0.0	7.0	2.0
111111032	HARRIS, EDWIN J	B	24.5	47	540	2		8.0	4.5	5.0	1.0	3.0	3.0
111111033	JACQUES, CHRISTOPHER M	B	24.0	46	537	2		4.0	4.0	7.0	0.0	6.0	3.0
111111012	LEWIS, CAROL M	B	18.5	36	503	3		3.0	3.0	4.5	0.0	5.0	3.0
111111013	MORGAN, PETER J	B	23.0	44	531	2		6.0	1.0	5.0	1.0	5.0	5.0
111111014	PAUL, JOHN E	B	24.0	46	537	2		3.0	5.0	6.0	1.0	5.0	4.0
111111015	PAT, TREVOR J	B	29.0	56	567	2		6.0	7.0	6.0	1.0	6.0	3.0
	Q., MIKE	B	20.0	38	513	3		6.0	3.0	6.0	1.0	3.0	1.0
111111016	REIS, PIRI M	B	19.0	37	506	3		7.0	4.0	3.0	0.0	3.0	2.0
111111017	REYNOLDS, JOSHUA	B	28.5	55	564	2		6.0	5.0	6.5	0.0	7.0	4.0
111111018	ROE, JANE L	B	23.5	45	534	2		5.0	6.5	5.0	0.0	5.0	2.0
	SMITH, DAVID J	B	21.0	40	519	3		8.0	1.0	4.0	0.0	5.0	3.0
111111025	SMITH, ELSIE L	B	22.0	42	525	3		5.0	6.0	3.0	1.0	3.0	4.0
111111026	SMITH, ELIZABETH M	B	18.0	35	499	4		4.0	3.0	5.0	0.0	4.0	2.0
111111027	STOWE, HARRIET L	B	17.0	33	492	4		5.0	1.0	6.0	0.0	3.0	2.0
111111023	THOMAS, QUAIN T A	B	25.0	48	543	2		9.0	3.0	5.0	1.0	5.0	2.0
111111024	TRUMAN, THERASA A	B	9.0	17	421	4		4.0	1.0	1.0	0.0	1.0	2.0
111111045	WOOD, SARA L	B	26.0	50	549	2		6.0	6.0	5.0	0.0	6.0	3.0
Summary - N/A	(Mean Points, Mean %M, Mean SS, %M)	B	21.3	41	518	50%		5.5	3.5	4.8	0.5	4.3	2.7
Summary - N/A	(%M all Forms)	All			518	50%							

Figure 3b

MEAP Content Analysis Report - Public
Grade 11 Summary
Spring 2004 Mathematics

01001Pleasantville Public Schools
 10003 Central High School

Field Codes	
Pts.	Points
SS	Scale Score
<10 No scores provided if <10 students	

SS = Scale Score		
	Form B	Form C
Mathematics	97 - 1000	120 - 960

Score Codes		Levels	
A	Not Tested - Absent	1	Exceeded Standards
E	Unethical Practice	2	Met Standards
NA	Not Available/Indeterminate	3	At Basic Level
N	Nonstandard Accommodations	4	Apprentice
S	Standard Accommodations		
U	Unable to Participate		
BD	Blank Document		
*	Not Included in Summary		

Central High School - Content Analysis Report - Mathematics - Grade 11 Summary															
Class/Group	Form		Mean Pts. B = 52 Total C = 52 Total	Mean SS	Student Count	% Level 1	% Level 2	% Level 3	% Level 4	Patterns & Functions B = 11 Total C = 10 Total	Geometry & Measurement B = 10 Total C = 10 Total	Data Analysis B = 11 Total C = 11 Total	Number Sense B = 1 Total C = 2 Total	Numerical Operations B = 12 Total C = 12 Total	Probability & Discrete Math B = 7 Total C = 7 Total
Class/Group	N/A	B	22.9	528	254	4	45	17	34	5.5	3.8	4.9	0.6	5.1	2.9
Grade Total	11	B	22.9	528	254	4	45	17	34	5.5	3.8	4.9	0.6	5.1	2.9
Class/Group	N/A	All		528	254	4	45	17	34						
Grade Total	11	All		528	254	4	45	17	34						



Figure 3c

MEAP Content Analysis Report - Public School Summary
Spring 2004 Mathematics
 01001 Pleasantville Public Schools
 10003 Central High School

Field Codes	
Pts.	Points
SS	Scale Score
<10 No scores provided if <10 students	

Score Codes		Levels	
A	Not Tested - Absent	1	Exceeded Standards
E	Unethical Practice	2	Met Standards
NA	Not Available/Indeterminate	3	At Basic Level
N	Nonstandard Accommodations	4	Apprentice
S	Standard Accommodations		
U	Unable to Participate		
BD	Blank Document		
*	Not Included in Summary		

Central High School - Content Analysis Report - Mathematics - School Summary															
	Grade	Form	Mean Pts.	Mean SS	Student Count	% Level 1	% Level 2	% Level 3	% Level 4	Patterns & Functions	Geometry & Measurement	Data Analysis	Number Sense	Numerical Operations	Probability & Discrete Math
School Grade	10	B	31.0	582	51	16	73	10	2	7.0	5.7	6.3	0.8	7.1	4.2
District Grade	10	B	28.3	563	67	12	63	9	16	6.4	5.1	5.7	0.7	6.6	3.7
State Grade	10	B	26.0	549	5,014	10	52	15	23	5.8	4.7	5.6	0.7	5.8	3.4
School Grade	10	All		582	51	16	73	10	2						
District Grade	10	All		563	67	12	63	9	16						
State Grade	10	All		549	5,014	10	52	15	23						
School Grade	11	B	22.9	528	254	4	45	17	34	5.5	3.8	4.9	0.6	5.1	2.9
District Grade	11	B	21.8	520	609	4	39	18	40	5.3	3.7	4.7	0.5	4.9	2.8
State Grade	11	B	23.7	533	96,892	8	43	16	33	5.4	4.1	5.2	0.6	5.3	3.2
School Grade	11	All		528	254	4	45	17	34						
District Grade	11	All		520	609	4	39	18	40						
State Grade	11	All		533	96,918	8	43	16	33						
School Grade	12	B	21.3	518	26	0	50	19	31	5.5	3.5	4.8	0.5	4.3	2.7
District Grade	12	B	19.9	509	68	0	37	25	38	5.3	3.2	4.2	0.4	4.3	2.5
State Grade	12	B	18.3	496	7,723	0	24	22	53	4.5	2.8	4.0	0.4	4.1	2.4
School Grade	12	All		518	26	0	50	19	31						
District Grade	12	All		509	68	0	37	25	38						
State Grade	12	All		496	7,724	0	24	22	53						
School Grade	All	B	24.0	535	331	5	50	16	29	5.7	4.1	5.1	0.6	5.3	3.1
District Grade	All	B	22.3	523	744	4	41	17	38	5.4	3.8	4.8	0.5	5.0	2.8
State Grade	All	B	23.5	531	109,665	8	42	16	34	5.4	4.1	5.1	0.6	5.2	3.1
School Grade	All	All		535	331	5	50	16	29						
District Grade	All	All		523	744	4	41	17	38						
State Grade	All	All		532	109,692	8	42	16	34						

Content Analysis Report – District Summary (Figure 4)

The Content Analysis Report – District Summary provides summary score information for each MEAP content area by strand for each school in the district. Test forms used in each individual school divide the report. Following the scores for each test form, a comparison mean at both the district and state level is provided.

Section A contains the title of the report, the test cycle and the subject area tested. The school district name and code is also provided.

Section B lists each school’s name, the grade being reported, and the test form students used.

Section C lists the mean points, mean scale score, number of students taking the test for each test form and the percent of students at each level relative to meeting Michigan’s performance standards. The Field Codes and Levels are defined at the top of the report.

Section D lists the mean points correct for each strand of a content area.

Information in this report is summarized for each school, the district and the state.

MEAP Content Analysis Report - Public District Summary
Grade 12 Summary
Spring 2004 Mathematics **(A)**

01001 Pleasantville Public Schools

Figure 4

Field Codes	
Pts.	Points
SS	Scale Score
<10 No scores provided if <10 students	

SS = Scale Score		
	Form B	Form C
Mathematics	97 - 1000	120 - 960

Score Codes		Levels	
A	Not Tested - Absent	1	Exceeded Standards
E	Unethical Practice	2	Met Standards
NA	Not Available/Indeterminate	3	At Basic Level
N	Nonstandard Accommodations	4	Apprentice
S	Standard Accommodations		
U	Unable to Participate		
BD	Blank Document		
*	Not Included in Summary		

Pleasantville Public Schools - Content Analysis Report - Mathematics - Grade 12 District Summary																	
	Grade	Form	Mean Pts. B = 52 Total C = 52 Total	Mean SS	Student Count	% Level 1	% Level 2	% Level 3	% Level 4	Patterns & Functions B = 11 Total C = 10 Total	Geometry & Measurement B = 10 Total C = 10 Total	Data Analysis B = 11 Total C = 11 Total	Number Sense B = 1 Total C = 2 Total	Numerical Operations B = 12 Total C = 12 Total	Probability & Discrete Math B = 7 Total C = 7 Total	District Summary	
																Mean Pts. B = 52 Total C = 52 Total	Mean SS
Western High School	12	B	19.5	507	36	0	33	28	39	5.2	2.9	4.0	0.3	4.7	2.4		
Northern High School	12	B			<10												
Central High School	12	B	21.3	518	26	0	50	19	31	3.5	3.5	4.8	0.5	4.3	2.7		
District Grade	12	B	19.9	509	68	0	37	25	38	4.5	3.2	4.2	0.4	4.3	2.5		
State Grade	12	B	18.3	496	7,723	0	24	22	53	4.3	2.8	4.0	0.4	4.1	2.4		
State Grade	12	C			<10												
Western High School	12	All		507	36	0	33	28	39								
Northern High School	12	All			<10												
Central High School	12	All		518	26	0	50	19	31								
District Grade	12	All		509	68	0	37	25	38								
State Grade	12	All		496	7,724	0	24	22	53								

Demographic Analysis Report (Figure 5)

For each content area tested, the Demographic Analysis Report provides a summary breakdown of scores by several demographic factors. The report sorts scores by demographics and educational program categories including gender, ethnicity, economically disadvantaged, special education, Limited English Proficient (LEP) or Formerly LEP (FLEP), and migrant. The report also indicates whether the student took the test with standard or non-standard accommodations. Categories of homeless and less than full academic year are also listed on this report. The scale score, the number of students for each subgroup category of students, and the percent that met or exceeded Michigan standards are included. Summary data comparing the school, district, and state scores concludes the report.

Section A contains the title of the report, the grade level reported, and the test cycle. The school district name, school building name, and codes are also provided.

Section B lists the various demographic subgroups beginning with gender and ethnicity. Ethnicity is broken down by federal requirements (see a MEAP manual for definitions or online at www.michigan.gov/meap) as American Indian or Native Alaskan; Asian or Pacific Islander; Black, Not of Hispanic Origin; Hispanic; White, Not of Hispanic Origin; Multiracial; Other; or Unspecified. The following variables receive “yes” or “no” responses: economically disadvantaged; special education; standard accommodations; non-standard accommodations; Limited English Proficient; FLEP (Formerly Limited English Proficient); Migrant; Homeless; and Less Than Full Academic Year.

Section C provides the mean for each subgroup by all content areas tested. This section includes the mean scale score for the content area, the number of students, and the percent of students that ‘Met’ or ‘Exceeded’ Michigan standards for the subgroup. Definitions of the Field Codes and the Scale Score ranges are provided in the boxes at the top of the page.

Section D (the bottom row) provides the summary for the grade level by providing the mean scale score and the percentage of students that ‘Met’ or ‘Exceeded’ the standards for each content area tested. The number of students in this section reflects the number of tests that were included in the summary scores. Tests were excluded from summary data if a student took the test with non-standard accommodations, or if a student displayed unethical behavior during a test.

Section E (not shown) prints as the last page of this report and provides the mean scale scores, number of students, and percent of students that met or exceeded the standards for the school, the district, and the state in the content areas tested for each grade level.

The Demographic Analysis Reports are also available for the district. The district level report provides summary information from all schools in the district on each form of the test taken at each grade level as well as a summary for the district and state.

Figure 5

MEAP Demographic Analysis - Public
Grade 12
All Subjects
Spring 2004

01001 Pleasantville Public Schools
10003 Central High School

(A)

Field Codes	
SS	Scale Score
n	Number of students
%M	Percent Met or Exceeded
	Michigan Standards
	Level 1, 2, or M
<10	No scores provided if <10 students

SS = Scale Score		
	Form B	Form C
Mathematics	97 - 1000	120 - 960
Science	69 - 1026	102 - 964
Social Studies	269 - 735	365 - 735
Reading	356 - 740	356 - 740
Writing	458 - 578	458 - 578
ELA	407 - 659	407 - 659
Listening	442 - 578	442 - 578

Score Codes		Levels	
A	Not Tested - Absent	1	Exceeded Standards
E	Unethical Practice	2	Met Standards
NA	Not Available/Indeterminate	3	At Basic Level
N	Nonstandard Accommodations	4	Apprentice
S	Standard Accommodations		Listening Levels
U	Unable to Participate	M	Met/Exceeded Standards
BD	Blank Document	D	Did Not Meet Standards
*	Not Included in Summary		

Central High School - Demographic Analysis - Grade 12

Form B - Operational Test		Mathematics			Science			Social Studies			Reading - R			Writing - W			ELA (R+W)			Listening (Optional)			
		SS	n	%M	SS	n	%M	SS	n	%M	SS	n	%M	SS	n	%M	SS	n	%M	SS	n	%M	
Gender	M	<10			<10			<10			<10			522	22	27	<10						
	F	523	18	61	<10			<10			<10			<10			<10						
Ethnicity	No Record																						
	Amer. Indian or Alaskan Natv. (1)																						
	Asian or Pacific Islander (2)							<10															
	Black, Not of Hispanic Origin (3)																						
	Hispanic (4)																						
	White, Not of Hispanic Origin (5)	518	26	50	499	12	8	<10			<10			518	30	20	<10						
	Multiracial (6)																						
	Other (7)																						
Economically Disadvantaged	Yes	<10			<10			<10			<10			<10			<10						
	No	514	22	45	501	11	9	<10			<10			518	29	17	<10						
Special Education	Yes																						
	No	518	26	50	499	12	8	<10			<10			518	30	20	<10						
Standard Accommodations	Yes																						
	No	518	26	50	499	12	8	<10			<10			518	30	20	<10						
Non-Standard Accommodations	Yes																						
	No	518	26	50	499	12	8	<10			<10			518	30	20	<10						
Limited English Proficient	Yes																						
	No	518	26	50	499	12	8	<10			<10			518	30	20	<10						
Formerly Limited English Proficient	Yes																						
	No	518	26	50	499	12	8	<10			<10			518	30	20	<10						
Migrant	Yes																						
	No	518	26	50	499	12	8	<10			<10			518	30	20	<10						
Homeless	Yes																						
	No	518	26	50	499	12	8	<10			<10			518	30	20	<10						
Less Than Full Academic Year	Yes																						
	No	518	26	50	499	12	8	<10			<10			518	30	20	<10						
Summary - Grade 12		518	26	50%	499	12	8%	<10			<10			518	30	20%	<10						

Item Analysis Report (Figure 6a, 6b)

The Item Analysis Report provides a description of each selected-response (multiple-choice) item and each constructed-response (open-ended) item on the test, including the primary Michigan benchmark measured by each item. This report shows the percentage of students selecting each response. This report also indicates statistics summarized by classroom or group, building, district, and state to enable comparisons to be made across the state.

Section A provides the title of the report, the grade level, the content area of the test items covered in the report and the test cycle. The school district and school building names and codes are also provided.

Section B lists the Michigan benchmark code corresponding to each test item.

Section C provides a description of each item that appears on the test. Strand titles are bolded and followed by a content standard. All related item descriptions are listed below the content standard.

Section D indicates the percentage of students selecting each response to the multiple-choice questions. The asterisk (*) denotes the correct response.

Sections E - H presents information on the number of students included within a class or group (E), a school (F), a district (G), and the state (H), and the proportion of students within each of those groups who correctly responded to a multiple-choice item. Presenting this information side-by-side allows for comparisons to be made across the state. Definitions of Field Codes are provided in the box at the top of the page.

Section I contains information similar to that combined in sections E–H, but for the constructed-response (or extended-response) items on a test.

Section J provides the percent of students achieving each score level on a constructed-response question.

Section K contains the percent of student responses that received condition codes that are defined at the top of the first page. Condition codes for mathematics, science and social studies are: A) Off Topic, B) Illegible, C) Foreign Language, and D) Blank. Condition codes for English language arts test are: A) No connection to question or theme, B) Off Topic, C) Illegible/Foreign Language, D) Blank/refused to respond, and E) No reference to reading selections.

Please Note:

Some test items may be particularly difficult or easy. Educators may consider how well their student groups did on a test item, benchmark or strand in relation to the state results reported. State results provide a good measure of how easy or difficult a test item is for all students.

Several test items may assess a particular benchmark or strand while only a single test item may be used to assess others. A large number of test items provide more reliable results. Both of these factors may confound the interpretation of item analysis reports.

Teachers may use the Item Analysis Report to pose a hypothesis about how a group of students have performed on a benchmark or strand within a subject. This hypothesis should then be further evaluated using classroom and other assessment information before making decisions to adjust curriculum or instruction.

MEAP Item Analysis Report - Public
Grade 12 Mathematics
Spring 2004

01001 Pleasantville Public Schools
 10003 Central High School

A

Figure 6a

Field Codes	
n	Number of Students Included
%C	Percent Correct
*	Correct Response
<10	No scores provided if <10 students

Condition Codes	
A	Off topic
B	Illegible
C	Foreign language
D	Blank

Central High School - Item Analysis - Multiple Choice Mathematics - Grade 12, Class/Group N/A - Form B													
Benchmark	Strand, Content Standard and Item Descriptions	% Students Responding				Class		School		District		State	
		A	B	C	D	n	% C	n	% C	n	% C	n	% C
	Patterns, Relationships and Functions												
	Patterns												
B	I.1.h.1 Identifying sum of digits pattern	*31	27	5	8	26	30.3	26	30.3	68	26.1	7,723	23.6
	I.1.h.1 Using logarithmic scale to compare earthquake magnitudes	35	38	23	4	26	38.5	26	38.5	68	38.2	7,723	37.6
	I.1.h.1 Continuing an arithmetic pattern	58	0	*12	0	26	42.3	26	42.3	68	44.1	7,723	34.0
	I.1.h.2 Determining multiplicative pattern from a table	12	*88	0	0	26	88.5	26	88.5	68	85.3	7,723	75.3
	I.1.h.2 Describing relationship in scatter plot	*62	15	23	0	26	61.5	26	61.5	68	57.4	7,723	53.0
	I.1.h.2 Continuing an arithmetic pattern	0	*85	12	4	26	84.6	26	84.6	68	75.0	7,723	58.2
	I.1.h.3 Calculating cost using geometric sequence	15	*42	38	4	26	42.3	26	42.3	68	35.3	7,723	33.2
	I.1.h.4 Describing transformation of graph of equation	*23	38	8	31	26	23.1	26	23.1	68	25.0	7,723	29.7
	Variability and Change												
	I.2.h.5 Continuing an arithmetic pattern	4	8	19	*69	26	69.2	26	69.2	68	72.1	7,723	54.4
	I.2.h.5 Solving system of equations	27	15	42	*15	26	15.4	26	15.4	68	13.2	7,723	12.2
	I.2.h.6 Using function to estimate	8	*58	31	4	26	57.7	26	57.7	68	52.9	7,723	43.1
	Geometry and Measurement												
	Shape and Shape Relationships												
	II.1.h.5 Applying transformation to isosceles triangle	31	19	*38	12	26	38.5	26	38.5	68	44.1	7,723	37.0
	II.1.h.7 Determining volume of rectangular solid given surface area	*4	38	31	27	26	3.8	26	3.8	68	8.8	7,723	13.5
	II.1.h.7 Finding surface area of pool & paint needed	42	*23	23	12	26	23.1	26	23.1	68	35.3	7,723	33.3
	Measurement												
	II.3.h.2 Determining distance of point from origin	*27	23	12	38	26	26.9	26	26.9	68	22.1	7,723	27.0
	II.3.h.5 Using trigonometric function to find height	12	*58	19	12	26	57.7	26	57.7	68	51.5	7,723	39.8
	II.3.h.6 Calculating surface area of trapezoid	23	31	*23	23	26	23.1	26	23.1	68	29.4	7,723	33.5
	Data Analysis and Statistics												
	Collection, Organization and Presentation of Data												
	III.1.h.4 Determining data needed to obtain desired mean	12	0	12	*73	26	73.1	26	73.1	68	70.6	7,723	72.5
	Description and Interpretation												
	III.2.h.1 Drawing conclusion from a bar graph	15	12	*65	8	26	65.4	26	65.4	68	69.1	7,723	61.8
	III.2.h.2 Selecting appropriate statistic	*58	31	4	8	26	57.7	26	57.7	68	45.6	7,723	41.7
	III.2.h.2 Calculating mean, median, & mode given data in a chart	23	12	8	*58	26	57.7	26	57.7	68	52.9	7,723	46.1
	III.2.h.2 Computing percentile rank	4	15	23	*58	26	57.7	26	57.7	68	50.0	7,723	50.7
	III.2.h.2 Determining mean from bar graph	35	*23	38	4	26	23.1	26	23.1	68	23.5	7,723	27.3
	III.2.h.3 Drawing conclusion about measures of central tendency	*77	12	12	0	26	76.9	26	76.9	68	54.4	7,723	51.2
	Number Sense and Numeration												
	Number Relationships												
	IV.3.h.1 Estimating location of irrational number on real number line	8	35	*46	12	26	46.2	26	46.2	68	38.2	7,723	41.5
	Numerical and Algebraic Operations and Analytical Thinking												
	Operations and Their Properties												
	V.1.h.1 Selecting expression to represent area	4	8	*12	77	26	11.5	26	11.5	68	14.7	7,723	26.0
	V.1.h.2 Developing & applying appropriate whole number computations	15	*62	15	8	26	61.5	26	61.5	68	72.1	7,723	68.3
	V.1.h.2 Developing & applying appropriate rational number computations	*15	12	42	31	26	15.4	26	15.4	68	16.2	7,723	18.7

Figure 6b

Central High School - Item Analysis - Multiple Choice Mathematics - Grade 12, Class/Group N/A - Form B (continued)													
Benchmark	Strand, Content Standard and Item Descriptions	% Students Responding				Class		School		District		State	
		A	B	C	D	n	% C	n	% C	n	% C	n	% C
V.1.h.3	Finding ratio of number of elements in sets	*69	15	12	4	26	69.2	26	69.2	68	64.7	7,723	43.5
V.1.h.4	Using matrix to find cost	12	8	*73	8	26	73.1	26	73.1	68	73.5	7,723	69.2
Algebraic and Analytic Thinking													
V.2.h.1	Determining algebraic expression for area	8	*19	19	54	26	19.2	26	19.2	68	19.1	7,723	29.9
V.2.h.2	Selecting scatter plot that indicates functional relationship	0	0	15	*85	26	84.6	26	84.6	68	80.9	7,723	73.9
V.2.h.2	Analyzing equation to maximize profit	4	23	31	*42	26	42.3	26	42.3	68	33.8	7,723	34.0
Probability and Discrete Mathematics													
Probability													
VI.1.h.3	Finding probability of compound event	*65	4	31	0	26	65.4	26	65.4	68	57.4	7,723	52.1
VI.1.h.3	Finding probability of timed event	15	8	4	*73	26	73.1	26	73.1	68	67.6	7,723	52.3
VI.1.h.3	Finding probability of compound independent event	23	54	23	*0	26		26		68		7,723	9.7
VI.1.h.3	Finding probability of selection without replacement	62	23	12	*4	26	3.8	26	3.8	68	4.4	7,723	10.1
VI.1.h.5	Finding probability using grid	27	*35	19	19	26	34.6	26	34.6	68	41.2	7,723	40.1
Discrete Mathematics													
VI.2.h.1	Counting number of combinations of lunches available	12	8	*77	4	26	76.9	26	76.9	68	67.6	7,723	58.5
VI.2.h.4	Selecting exponential expression to match graph	*19	38	23	19	26	19.2	26	19.2	68	16.2	7,723	20.8

Central High School - Item Analysis - Constructed Response Mathematics - Grade 12, Class/Group N/A - Form B													
Benchmark	Strand and Item Descriptions		Number of Students	Mean Score	Percent of Students at Score					Condition Codes (Score is 0)			
					0.0 - 0.5	1.0 - 1.5	2.0 - 2.5	3.0 - 3.5	4	A	B	C	D
Geometry and Measurement													
II.1.h.7	Finding perimeter of adjoining rectangles	Class	26	1.8	26.9	11.5	38.5	3.8	19.2	0.0	0.0	0.0	0.0
		School	26	1.8	26.9	11.5	38.5	3.8	19.2	0.0	0.0	0.0	0.0
		District	68	1.3	51.5	8.8	22.1	4.4	13.2	0.0	0.0	0.0	4.4
		State	7,723	1.0	63.1	8.9	15.2	3.7	12.1	3.5	0.0	0.0	16.0
Data Analysis and Statistics													
III.2.h.2	Organizing data in box plot & finding measures of variability	Class	26	0.7	46.2	46.2	7.7	0.0	0.0	0.0	0.0	0.0	0.0
		School	26	0.7	46.2	46.2	7.7	0.0	0.0	0.0	0.0	0.0	0.0
		District	68	0.6	60.3	30.9	7.4	1.5	0.0	2.9	0.0	0.0	7.4
		State	7,723	0.5	62.1	30.0	4.9	2.6	0.4	7.2	0.0	0.0	22.0
Numerical and Algebraic Operations and Analytical Thinking													
V.2.h.4	Determining line of best fit, slope	Class	26	0.5	61.5	30.8	7.7	0.0	0.0	3.8	0.0	0.0	15.4
		School	26	0.5	61.5	30.8	7.7	0.0	0.0	3.8	0.0	0.0	15.4
		District	68	0.6	58.8	30.9	5.9	4.4	0.0	5.9	0.0	0.0	16.2
		State	7,723	0.4	68.8	25.0	4.7	1.2	0.3	6.8	0.0	0.0	23.4

(THIS PAGE IS INTENTIONALLY LEFT BLANK)

Parent Report Description (Figure 7)

The intent of the Parent Report is to provide a detailed description of each student's performance in the content areas tested on the MEAP. This report is designed to help parents and guardians recognize the academic strengths of their student and areas that may need improvement. Information from this report may be helpful when discussing academic progress of the student with the classroom teacher(s).

The Parent Report is printed for individual students in a back-to-back format. The report is designed to be inserted into a left window #10 business envelope. Schools may duplicate Parent Reports for the student's educational file (CA-60). The Parent Report is also available on the MEAP secure website www.michigan.gov/meap-secure.

Section A provides the test cycle, the grade the student was in, and the name of the student.

Section B lists the name of the school and the school district the student was enrolled in at the time of testing.

Section C provides a brief introductory letter addressed to the parent(s) or guardian(s) of the student describing the purpose of the MEAP and summarizing information contained in the Parent Report. A web address is provided for parents or guardians with questions regarding MEAP.

Section D describes how the student performed in each content area. This section gives the performance level score the student attained and the accompanying scale score. The report also provides information on how the student's performance relates to Michigan standards. For example, if a student received a Level 1 on the high school mathematics test, that student has 'Exceeded' Michigan standards for high school. Section D also indicates which content

strands the student scored highest in, and which strands may need improvement.

For students taking the English Language Arts (ELA) test, the scores and performance levels have been divided into: reading, writing, listening, and an integrated English Language Arts (ELA) score which is a combined performance level for reading and writing. For students who needed only to test for reading or writing, an integrated ELA score is not provided.

Section E is a graphical representation of a student's performance on each strand in the content area. The light gray bar represents the total number of points available and the dark gray bar represents the total number of points the student earned. (Graphs are not available for Limited English Proficient students).

Section F lists the student's mailing address or address label.

Please Note:

The MEAP results for individual students are most reliable and valid at the overall content area scale-score level. These scale scores also are reliably associated with a performance level. Parents can have confidence that the reported content area scale scores and performance levels provide accurate information for each subject.

Student scores for strands are also provided in these parent reports. These are less reliable measures than subject scores and performance levels because there are fewer items within strands than on the total subject test. These results provide an approximate measure of the level of performance of the student.

Parents should be careful in drawing conclusions about a student's strengths or weaknesses at the strand level. It is more appropriate to use this strand information together with classroom assessment data, teacher-provided information, and other performance information to guide learning activities.

Figure 7

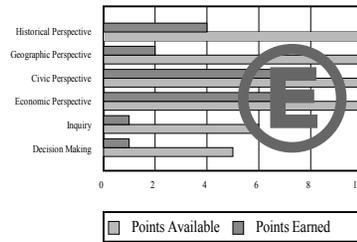
Performance in Social Studies

SANDRA obtained a level 4 in social studies, not meeting expectations for a high school student. SANDRA was not able to demonstrate the understanding of the subject that was expected.

The graph shows how SANDRA performed in each area of social studies. This test had 46 multiple-choice items and one item requiring a written response.

SANDRA was "Not Endorsed" in social studies, with a scale score of 482.

Social Studies



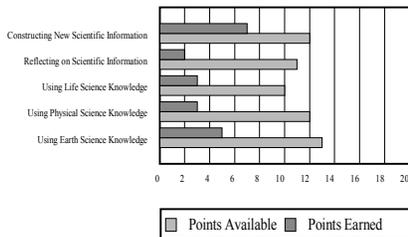
Performance in Science

SANDRA scored a level 4 in science, indicating a poor understanding of the concepts expected for a student in high school. A level 4 student had little success with many areas of the curriculum.

The MEAP science tests assesses student knowledge and skills across 5 content areas, Constructing New Scientific Knowledge, Reflecting on Scientific Knowledge, Using Life Science Knowledge, Using Physical Science Knowledge, and Using Earth Science Knowledge. The test uses 46 multiple-choice items along 4 items that require a short written response. All items are aligned to the Michigan Science Curriculum Framework.

SANDRA had a scale score in science of 482, which was "Not Endorsed".

Science



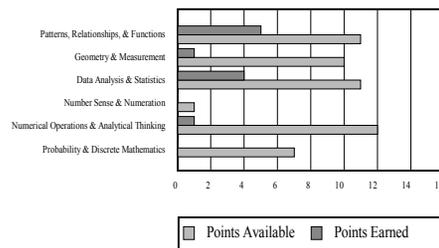
Performance in Mathematics

SANDRA obtained a level 4 in mathematics, not meeting expectations for a student in high school. Performance at this level indicated that SANDRA revealed little success with mathematical concepts.

The high school mathematics test consists of the six content strands listed on the graph and contains 40 multiple-choice items and three items requiring a written response.

SANDRA was "Not Endorsed" in mathematics, with a scale score of 442.

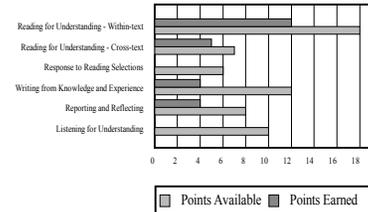
Mathematics



Performance in English Language Arts (ELA)

The ELA test included reading and writing for all students, and a listening section that was offered to districts as an optional test. For each test section taken, students received a separate score, plus an integrated ELA score for reading and writing combined. Your student earned a level 3 "Basic" integrated ELA score, with a scale score of 512.5.

Reading, Writing and Listening



Performance in Reading, Writing and Listening

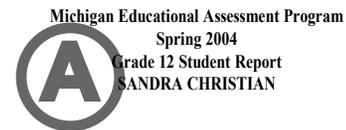
Your student scored at level 3, the "Basic" level for reading, with a scale score of 519. On within-text questions, SANDRA demonstrated some understanding. SANDRA was successful in answering cross-text questions. Your student's response to the reading selections was not scorable because it did not refer to either of the reading selections.

Your student scored at the "Basic" level for total writing with a scale score of 506 (performance level 3). When asked to write an original essay from prior knowledge and experience, your student earned 4.0 of 12 points. This response needed details and examples to adequately develop the ideas and content. When asked to report and reflect on a given essay, your student earned 4.0 of 8 points.

Our current records show no results for SANDRA in listening for the Spring 2004 testing period. Your student may have been absent, may have already taken the test, or may have no test results for other reasons. You may contact your school for further information.

01001 - Pleasantville Public School
10003 - Central High School

SANDRA CHRISTIAN
3474 CLOVER LA
BAY CITY MI 48706



Dear Parent or Guardian(s):

In Spring 2004, the Michigan Educational Assessment Program (MEAP) high school tests were administered. This report provides information about MEAP achievement for your student, SANDRA. MEAP is based upon the Michigan Curriculum Framework, and is one indicator of what students should know and be able to do. With the exception of listening scores, MEAP scores are summarized in terms of the following performance levels:

- Level 1 - Endorsed - Exceeded Michigan Standards
- Level 2 - Endorsed - Met Michigan Standards
- Level 3 - Endorsed - Basic Level
- Level 4 - Not Endorsed

Listening scores are reported in two categories: Level M - "Met/Exceeded" Michigan standards, or Level D - "Did not meet Michigan Standards".

Please use this information, along with other academic indicators, to determine your student's strength and needs. This information may also be helpful in discussing your student's academic progress with classroom teacher(s). For more information about the MEAP test, please visit www.michigan.gov/meap.

Student Record Labels (Figure 8)

Individual student results (other than the Parent Report) for Spring 2004 will be provided for each student on the Student Record Label. These results will be printed in a label format for each student in the reporting cycle and mailed to the school for placement in the student's education file (CA 60). Student Record Labels will be shipped shortly after the summary reports.

Section A contains the district and building names and codes along with the MEAP test cycle.

Section B contains the student's name, date of birth, gender, grade at the time of testing and ethnicity. Also included is the student's Unique Identifier Code (UIC#) number and the Student Number (STU#) that is added when schools pre-ID students for testing.

Section C contains the **subject** area tested, the test **form** used by the student, the scale score (**SS**) received, and the **level** the student attained on each subject area test. (Level **1**—"Exceeded Michigan Standards", Level **2** – "Met Michigan Standards", Level **3** – demonstrated "Basic" knowledge and skills of Michigan standards, and Level **4** – considered to be at an "Apprentice" level, showing little success in meeting Michigan standards). The optional Listening portion of the English Language Arts (ELA) test has two performance levels, Level **M** – "Met/Exceeded" Michigan standards and Level **D** – "Did Not Meet" Michigan standards. The final column on the Student Record Label, "Endorsed", indicates whether the student will receive a subject area endorsement on their high school diploma.

Figure 8

01001 Pleasantville Public Schools 10003 Central High School Spring 2004 M E A P	Ⓐ	UIC# 1111111004 Ⓑ SANDRA CHRISTIAN		STU# 24467 Ⓑ 04/04/86 Gen.-F Gr.-12 Eth.-5		
		Subject	Form	SS	Level	Endorsed
		Math	B	442	4	
		Science	B	482	4	
		SS	B	482 Ⓒ	4	
		ELA Reading	B	519	3	
		ELA Writing	B	506	3	
		ELA R&W	B	512.5	3	
ELA Listening	B					

Contact Information

Michigan Educational Assessment Program (MEAP) coordinators and test administrators should become familiar with the report layouts and information contained in this document. If district MEAP coordinators have questions after reviewing this manual, they should contact the MEAP Office at:

- **Office of Educational Assessment and Accountability**—for information about MEAP test administration procedures, content, scheduling, information about students with disabilities and appropriate assessment or accommodations, and information about the English Language Learner (ELL) program

Edward Roeber, Senior Executive Director
Marilyn Roberts, Director
Office of Educational Assessment and Accountability
Paul Bielawski, Manager, Educational Accountability
Peggy Dutcher, Coordinator, State Assessment for Students with Disabilities
Michael Radke, Supervisor, Michigan Educational Assessment Program
James Griffiths, Coordinator, MEAP Test Administration and Reporting
Rodger Epp, MEAP Science Consultant
Jane Faulds, MEAP English Language Arts Consultant
Sue Peterman, Department Analyst
Kyle Ward, MEAP Mathematics Consultant
Kimberly Young, NAEP Coordinator

Phone: 1-877-560-TEST (8378)

Fax: 517-335-1186

Web site: www.michigan.gov/meap (current information, test results, released items)

E-mail: MEAP@michigan.gov

**Michigan State Board of Education and Department of Treasury
Statement of Assurance of Compliance With Federal Law**

The Michigan State Board of Education complies with all federal laws and regulations prohibiting discrimination, and with all requirements and regulations of the U.S. Department of Education. It is the policy of the Michigan State Board of Education that no person on the basis of race, color, religion, national origin or ancestry, age, sex, marital status, or handicap shall be discriminated against, excluded from participation in, denied the benefits of, or otherwise be subjected to discrimination in any program or activity for which it is responsible or for which it receives financial assistance from the U.S. Department of Education.

*Cover Photo: Hot Air Balloon Festival, Battle Creek
Photo courtesy Travel Michigan*