

# 2016 M-STEP Reports

**PHOEBE GOHS**  
**M-STEP CONSULTANT**

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**TEST ADMINISTRATION AND REPORTING CONSULTANT**

# Objectives



In this presentation, we will discuss:

- M-STEP 2016 Reports
- Target Analysis Report
- MI-Access Reports
- College Board/ACT Reports

# M-STEP Reports

# Student Overview

DOE, JOHN | Grade 8 | M-STEP

UTC: 0000000000



Year: 2016 | Assessment: M-STEP |  
 ISD Code: 00000 | ISD Name: ABC ISD Name |  
 District Code: 00000 | District Name: ABC School District Name |  
 School Code: 00000 | School Name: ABC School Name 1 |  
 Reporting Code: X000 | DOE, JOHN



# Individual Student Report

UIC: 000000000 Student Name: JAMES ALLEN DOE

## Individual Student Report

Year: 2016 | Assessment: M-STEP | ISD Code: 00000 | ISD Name: ABC ISD NAME | District Code: 00000 | District Name: ABC SCHOOL DISTRICT NAME | School Code: 00000 | School Name: ABC SCHOOL NAME 1 | Reporting Code: X000

**JAMES ALLEN DOE** | Grade 06 | English Language Arts 1

UIC: 000000000 Student ID: 000000000 Gender: M DOB: 00/00/0000 Ethnicity: American Indian or Alaska Native Student with Disability: N  
 English Learner: Y Formerly LEP: N Designated Supports: None Accommodations: None

### English Language Arts Overall Performance Level and Scale Score

**1846**

Gray = margin of error

1721-1776		1777-1799	1800-1827	1828-1857
Not Proficient	2	Partially Proficient	Proficient	Advanced

Subject	Scale Score	Margin of Error	Performance Level	Student Growth Percentile
English Language Arts	1846	±11	Advanced	NA

**Claims**    ▼ - Most at risk of falling behind    ● - Attention may be indicated    ▲ - Adequate progress

Claim		Level	Description
1: Reading	3	●	Attention may be indicated
2: Writing		▲	Adequate progress
3: Listening		▲	Adequate progress
4: Research		▲	Adequate progress

# ISR - Science

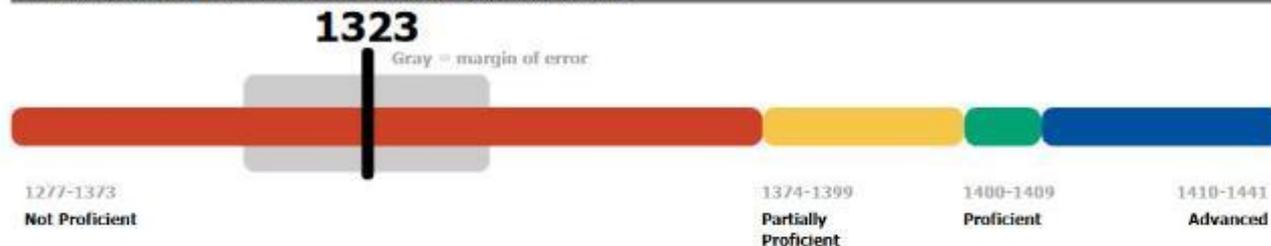
## Individual Student Report

Year: 2016 | Assessment: M-STEP | ISD Code: 25000 | ISD Name: Genesee ISD | District Code: 25010 | District Name: Flint, School District of the City of |  
 School Code: | School Name: | Reporting Code:

| Grade 04 | Science

UIC: Student ID: Gender: M DOB: 6 Ethnicity: Student with Disability: N  
 English Learner: Y Formerly LEP: N Designated Supports: None Accommodations: None

### Science Overall Performance Level and Scale Score



Subject	Scale Score	Margin of Error	Performance Level	Student Growth Percentile
Science	1323	±16	Not Proficient	NA

Disciplines	Points Earned	Points Possible
E: Earth Science	5	12
L: Life Science	3	7
P: Physical Science	3	16
S: Science Processes	2	13

### Assessment Expectation Raw Scores (Points Earned / Points Possible)

Expectation E	Earth Science	Points Earned / Points Possible
		5/12

# Student Roster - ELA

▽ - Most at risk of falling behind   
 ○ - Attention may be indicated   
 △ - Adequate progress

Scale Score ▼	Margin of Error	Perf. Level	Overall Scale Score				Reading	Writing	Listening	Research
			1203-1279 Not Proficient (NP)	1280-1299 Partially Proficient (PP)	1300-1317 Proficient (P)	1318-1357 Advanced (A)				
1309	(±8)	P					△	○	△	▽
1306	(±8)	P					△	○	△	▽
1303	(±8)	P					○	○	△	▽
1301	(±50.7078)	P					▽	▽	○	▽
1301	(±27.7992)	P					▽	▽	○	▽
1301	(±8)	P					○	○	△	▽
1298	(±8)	PP					○	○	△	▽

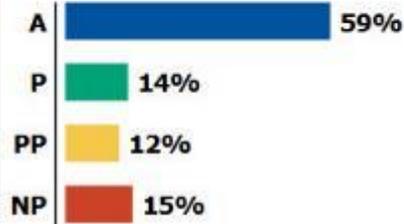
# Student Roster - Science

Scale Score	Margin of Error	Perf. Level	Overall Scale Score				Points Earned/Points Possible				
			2008-2078 Not Proficient (NP)	2079-2099 Partially Proficient (PP)	2100-2119 Proficient (P)	2120-2163 Advanced (A)	Biology	Chemistry	Earth Science	Physics	Inquiry and Reflective
2140	(±16)	A					5/8	6/6	8/8	7/8	10/10
2110	(±16)	P					6/8	4/6	6/8	7/8	6/10
2126	(±16)	A					5/8	4/6	7/8	7/8	10/10
2118	(±16)	P					8/8	5/6	5/8	5/8	8/10
2107	(±16)	P					5/8	5/6	4/8	5/8	9/10

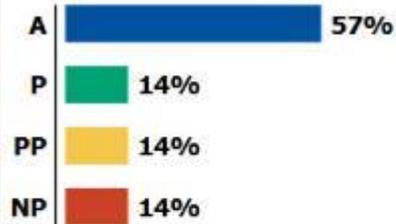
# Demographic Report

## English Language Arts

### All grade 7 students



### Grade 7 Economically Disadvantaged: Yes students



A - 1727-1753 Advanced

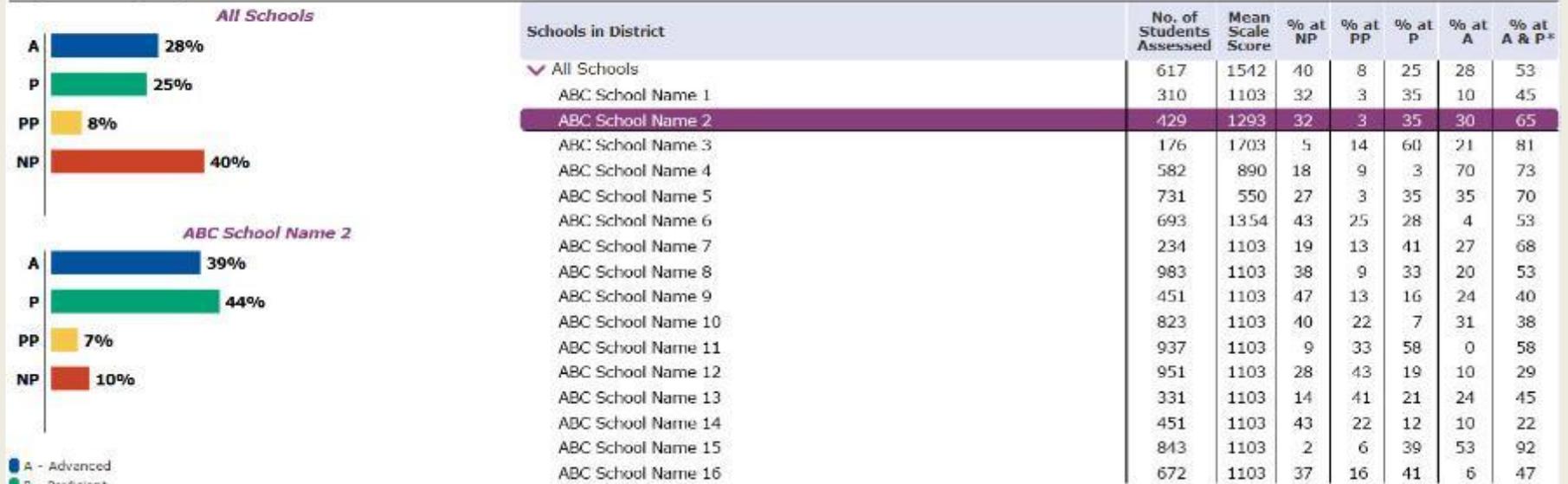
Demographic Subgroups	No. of Students Assessed	Mean Scale Score	% at NP	% at PP	% at P	% at A	% at A & P
✓ All	101	1724	15	12	14	59	73
<b>Gender</b>							
Male	66	1728	11	14	9	67	76
Female	35	1716	23	9	23	46	69
<b>Ethnicity</b>							
American Indian or Alaska Native	14	1723	14	14	14	57	71
Asian	15	1719	20	13	13	53	67
Black or African American	14	1727	14	14	14	57	71
Native Hawaiian or Other Pacific Islander	13	1703	23	15	39	23	62
White	15	1730	13	7	13	67	80
Two or More Races	15	1723	20	7	7	67	73
Hispanic or Latino	15	1740	0	13	0	87	87
<b>Additional Reporting Groups</b>							
Economically Disadvantaged: Yes	14	1723	14	14	14	57	71
Economically Disadvantaged: No	87	1724	15	12	14	60	74
ELs: Yes	52	1727	14	12	12	64	75
ELs: No	49	1721	16	12	16	55	71
Formerly LEP	11	1724	18	9	9	64	73
Migrant	15	1740	0	13	0	87	87

# Comprehensive Report

## District Comprehensive Report

All Grades | All Students

English Language Arts



■ A - Advanced  
■ P - Proficient



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# Expectation Analysis

Year: 2016 → Assessment: M-STEP → Report: Expectation Analysis - District

→ ISD: [ ] → District: [ ]

**District Expectation Analysis Report**

**Grade 4 | Science | All Students**

Expectation	Earth Science	No. of Students Assessed per Expectation	Average % Points Earned	Number of Students With:			
				0-25% Points Earned	26-50% Points Earned	51-75% Points Earned	76-100% Points Earned
E.ES.03.41	Identify natural resources (metals, fuels, fresh water, fertile soil, and forests).	35	0.0	35	0	0	0
E.ES.03.43	Describe ways humans are protecting, extending, and restoring resources (recycle, reuse, reduce, renewal).	66	19.7	53	0	0	13
E.ES.03.44	Recognize that paper, metal, glass, and some plastics can be recycled.	66	33.3	44	0	0	22
E.ES.03.51	Describe ways humans are dependent on the natural environment (forests, water, clean air, Earth materials) and constructed environments (homes, neighborhoods, shopping malls, factories, and industry).	101	38.6	62	0	0	39
E.FS.03.52	Describe helpful or harmful effects of	35	25.7	26	0	0	9

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# Target Analysis

# Target Analysis

Year: 2016 | Assessment: M-STEP

## Target Analysis Report



Relative Strength



Neither Strength nor Weakness



Relative Weakness



Insufficient Data to Report

	School	District	ISD	State
<b>Number of students Assessed</b>	94	1,362	21,524	3,000,000
<b>Claim 1: Students can read closely and analytically to comprehend a range of increasingly complex texts.</b>				
Target 1: Given an inference or conclusion of supporting details....				
Target 2: Identify ideas, key events, or the sequence of events presented in a narrative text.			*	
<b>Claim 2: Students can read closely and analytically to comprehend a range of increasingly complex texts.</b>				
Target 1: Given an inference or conclusion of supporting details....	*			

# Target Analysis



Relative Strength



Neither Strength nor Weakness



Relative Weakness



Insufficient Data to Report

**Note: This report compares assessment target performance to overall test performance within the school, district, ISD, or state; therefore comparisons between or among schools, districts, ISDs, or the state are not valid or appropriate.**

# MI-Access Reports

# Unique Features of MI-Access Reports

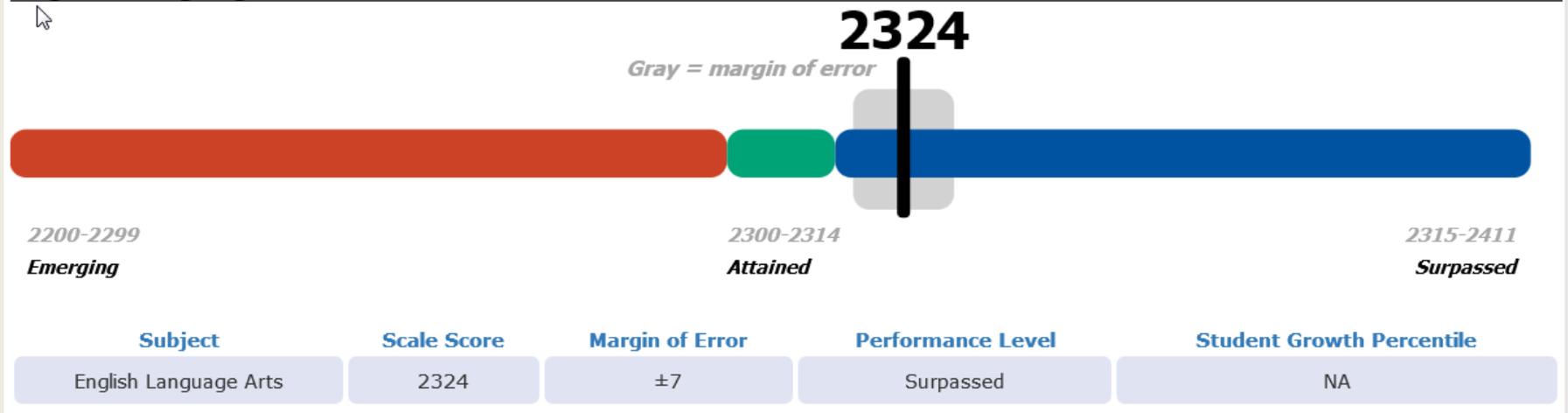
- 3 Assessment Types
  - ✦ Functional Independence (FI)
  - ✦ Supported Independence (SI)
  - ✦ Participation (P)
- Scale Scores and Points Earned

# Functional Independence

- Scale Scoring
- Has Margin of Error
- Expectation Analysis Report – like the M-STEP
  - Science and Social Studies
  - ELA & Math
- 3 Performance Levels
  - Emerging
  - Attained
  - Surpassed

# Functional Independence: Scale Score

## English Language Arts Overall Performance Level and Scale Score

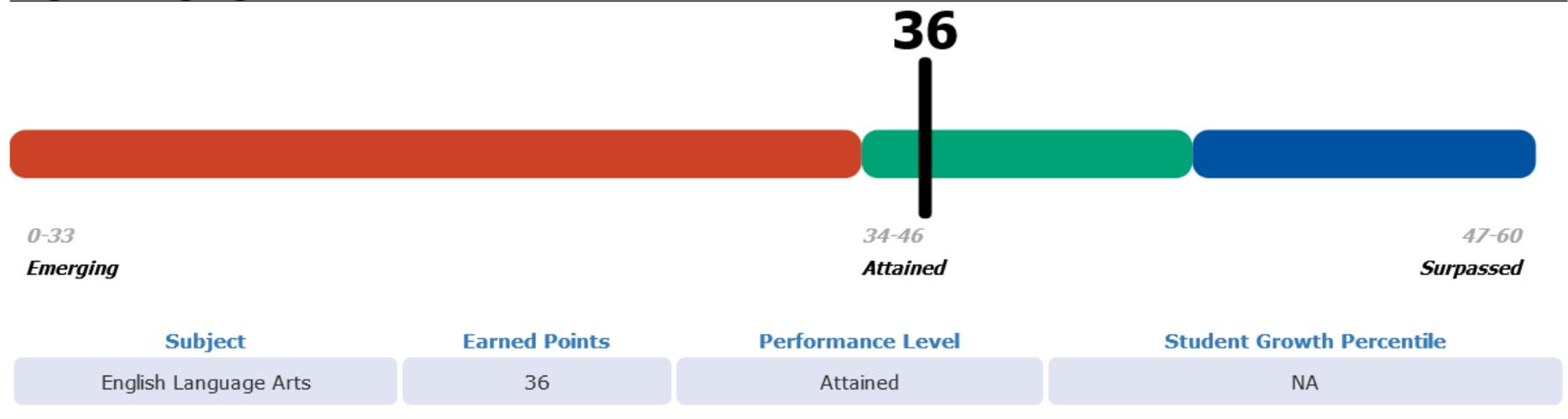


# Supported Independence & Participation

- Earned Points (not Scale Scores)
- No Margin of Error
- Performance Levels
  - Emerging
  - Attained
  - Surpassed
- Scoring Focus Report

# Supported Independence & Participation: Points Earned

## English Language Arts Overall Performance Level and Earned Points



# WIDA Reports

# WIDA Reports & Data

- 2016 WIDA ACCESS for ELLs labels: Available in Secure Site this fall
- WIDA reports are available in WIDA AMS
- WIDA Student Data File available in Secure Site

# WIDA Reports By Grade and Assessment

	Kindergarten ACCESS for ELLs	Gr. 1-12 ACCESS for ELLs	Gr. 1-12 Alternate ACCESS for ELLs
Parent/Guardian Report	✓		
Kindergarten Individual Student Report	✓		
Individual Student Report		✓	✓
Student Roster Report	✓	✓	✓
District Frequency Report	✓	✓	✓
School Frequency Report	✓	✓	✓

The Individual Student Report for students in grades 1–12 for the WIDA ACCESS for ELLs and WIDA Alternate ACCESS for ELLs is intended to also serve as a Parent/Guardian Report.

# SAT/ACT WorkKeys

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# College Board Reporting Portal

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# Access – Student Reporting Portal

- ▶ Students will need to create a College Board Account to access their scores online. Go to [My Score Reports](https://studentscores.collegeboard.org/home) (https://studentscores.collegeboard.org/home)
- ▶ From the portal, students may also send scores colleges and universities after an SAT<sup>®</sup> exam.
- ▶ To access a demo of the student score report, go to [Score Resources](https://collegereadiness.collegeboard.org/educators/k-12/score-resources): (https://collegereadiness.collegeboard.org/educators/k-12/score-resources)

The screenshot displays the 'My Score Reports' page for a student named Ima. The page features a navigation bar with 'My Score Reports' selected, along with links for 'AP Potential', 'Popular Tools', and 'End Demo'. A 'HELP' icon is visible in the top right corner. The main content area is titled 'Welcome, Ima. Here is your most recent score.' and shows a score report for the PSAT/NMSQT, Fall 2015, for an 11th Grade student. The total score is 860, with sub-scores of 380 for Evidence-Based Reading and Writing, and 480 for Math. A 'View Details' button is provided for the total score. A note states: 'Keep in mind, the PSAT/NMSQT and SAT are on the same scale. Your score shows you how you would have scored that day on the SAT. How well you do depends on what you do next!'. To the right of the score report are four interactive buttons: 'SAT Registration', 'SAT Practice on Khan Academy', 'College Search', and 'Scholarships', each with a right-pointing arrow. Below the score report, a section titled 'Your Past Score Results' is partially visible.

# Access – Educator Reporting Portal

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- ▶ Educators will need a College Board Professional Account and have received access from their Data Access Tool (DAT).
- ▶ Go to the [Educator Reporting Tool Portal](https://k12reports.collegeboard.org/login):  
(<https://k12reports.collegeboard.org/login>)
  - ▶ With data file access, educators can download a standard electronic data file of scores.
  - ▶ With Report Center access at the summary level, educators can access aggregated score reporting. The data may be viewed, filtered, and downloaded.
  - ▶ With Report Center access at the detail level, educators can access aggregated and detail score reporting. The data may be viewed, filtered, and downloaded. Individual score reports and labels may also be printed.

# Educator Reporting Portal Roles

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- ▶ For access, each district/school must have one Data Access Tool (DAT) Manager.
- ▶ The DAT Manager will provide access to educators based on the level of reporting that is required. The types of access are:

Role	Description	Recommendations
<b>Data Files Management</b>	User has access to the Download Center to download data files only — files provided in .txt and .csv format.	IT personnel that need access to files for inclusion in data warehouse.
<b>Reporting Summary</b>	User has access to the Reports Center for aggregate assessment score reporting. This user cannot view student level data.	Anyone who needs summary-level data but should not have access to individual student information. Example: Curriculum Director
<b>Reporting Detail</b>	User has access to the Reports Center for both aggregate and detail assessment score reporting. Users can drill down from the aggregate assessment score reporting to the student level.	Principals, teachers, counselors, anyone who works with students and needs student-level access.

# Available Educator Reports

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- ▶ Scores by institution
- ▶ Scores by demographics
- ▶ Roster Report
- ▶ Benchmarks
  - ▶ Benchmarks by institution
  - ▶ Benchmarks by demographics
- ▶ Instructional Planning
  - ▶ Instructional Planning
  - ▶ Question Analysis

# Understanding and Using ACT WorkKeys® Scores



- Students are encouraged to create an [ACT WorkKeys account](http://www.myworkkeys.com) (www.myworkkeys.com)
- Students can obtain a certificate, and share testing information with potential employers at this site
- A quick start guide is available for first-time users
- Students are required to enter their first name, last name, examinee ID, and month and day of birth exactly as they were provided during testing.

## How To Use ACT WorkKeys Scores

- ACT National Career Readiness Certificate®
- Career exploration
- Employment: New and Current
- College requirements

# Questions?

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1-877-560-8378 Option 3

# Thank you!