



Guide to Reports

Spring 2009



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INTRODUCTION

This guide was developed to assist educators in understanding and using the Spring 2009 Michigan Merit Examination (MME) results.

The reports prepared for the MME include both individual-level reports (Parent Reports, Individual Student Reports, Student Rosters, and Student Record Labels) and aggregate-level reports (Demographic Reports, Summary Reports, and Comprehensive Reports).

The aggregate reports are intended to reflect the data needed to meet the expectations of state and federal legislation. In accordance with these mandates, separate aggregate results are provided for the following three student populations: 1) all students, 2) students with disabilities, and 3) all except students with disabilities.

Reports included in the district and school packets are listed in the table on the next page. This year, districts were given two printing options: the full print option, or the “green” option. The green option provides schools with printed reports for individual student reports, parent reports, and student labels only. The printing option was selected at the district level; or if no option was selected by your district representative, the green option was selected automatically. Included in the table is a brief description of each report, a list of the student populations represented in the report, and the report recipients. Detailed descriptions and key components of the reports are provided in Section 3 of this document.

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

SPRING 2009 MME REPORT LIST

Reports*	Type..... Sent To	Report Description
Student Roster (by subject)†	Student School	MME scale scores, performance levels, and subscores for each student on the roster (reading, writing, mathematics and science subscores are reported by standard; social studies subscores are reported by strand)
Student Record Label	Student School	MME scale scores and performance levels by subject in label format for student record folders
Parent Report	Student School	MME scale scores, performance levels, and strand/standard subscores by subject, as well as ACT and WorkKeys scores
Individual Student Report	Student School	MME scale scores, performance levels, and strand/standard subscores by subject, as well as ACT and WorkKeys scores.
Demographic Report**†	School..... School, District District District State..... **	MME mean scale scores and percentage of students attaining each performance level by subject (for demographic subgroups with 10 or more students)
Summary Report**†	School..... School, District District District State..... **	MME mean scale scores, the percentage of students attaining each performance level by subject, points possible, and the percentage of students attaining each raw score range in each strand/standard
Comprehensive Report**†	District District ISD..... **	MME mean scale scores and the percentage of students attaining each performance level by subject. District reports display one row of data for the district and one row for each school in the district. ISD reports display one row of data for the ISD and one row for each district and PSA in the ISD.

*All reports present data broken out by subject. MME strand or standard subscores are presented where applicable

**Separate reports are produced for three groups:

1) all students, 2) students with disabilities, and 3) all except students with disabilities

***Reports are produced only in PDF form for retrieval from the OEAA Secure Site

†Reports will NOT be provided in hard copy if district selected the "green" print option (all are available on the OEAA Secure Site)

SECTION 1: SCORING

Definitions

Item Scores (MME)

There are two types of items on the MME, Multiple Choice (MC) items and a Constructed Response (CR) item. Item scores are used to report subscores for each content standard assessed in reading, writing, mathematics, and science. Social studies subscores are reported at the strand level. Item scores are also used in the statistical models and transformations that result in scale scores. The statistical models used to create MME scale scores are indifferent as to whether the items come from the ACT, WorkKeys, or Michigan components.

Multiple Choice Item Scores (MME)

The majority of the MME is comprised of MC items. On these items, students select from the available options, only one of which is a correct response to the item. Students who select only the correct option receive a score of one (1) on a multiple choice item. Students who select one of the incorrect options, multiple options, or did not respond receive a score of zero (0). To improve the alignment of the MME with the Michigan high school content standards, only selected items from the ACT and WorkKeys components, as well as all operational items from the Michigan components, contribute toward the MME subject scores. The string of responses from the multiple choice items (e.g. 1,0,0,0,1,...,1) serve as input for the statistical models used to derive scale scores. See Section 2 for a detailed explanation on how the MME scale score is derived. All multiple-choice items are scanned and scored by computer.

Due to the security requirements of the ACT and WorkKeys assessments, no MC item scores are reported at the individual item level.

Constructed Response Item Scores (MME)

The ACT writing prompt is the one CR item on the MME. On this item, students are presented with a prompt indicating what they should write about. ACT, Inc. was responsible for scoring the writing prompt. The writing prompt and scoring rubric are proprietary information of ACT, Inc. Attainable scores range from 2-12 for scored responses. If the constructed response was not scored by ACT, see the Spring 2009 MME Student Data File field "ACTWritingIndicatorProblem" (column BR) for the reason code. In addition, the ELA student roster provides constructed response comment codes. These codes can also be found in the student data file in fields, "ACTRaterCommentCode1" - "ACTRaterCommentCode4" (columns CI - CM). Further information on ACT comment or condition codes can be obtained from ACT, Inc.

Scale Scores (MME)

With the exception of overall ELA, MME scale scores are created from statistical scoring models that make use of each student's responses to selected Multiple Choice (MC) items and the Constructed Response (CR) item, where applicable. The purpose is to model students' overall achievement on each subject based on the Michigan high school content standards. The MME ELA scale score is the arithmetic average of the MME writing scale score and the MME reading scale score for the student. MME scale scores are equated from year to year and form to form, meaning that any differences in the difficulty of items from one year to the next, or from one form to the next, are accounted for in the calculations of the scale score for the current cycle. Therefore, MME scale scores from the same subject can be compared against each other regardless of the form of the MME the student took.

The MME scale scores are explained in greater detail in Section 2 of this Guide to Reports.

Subscores (MME)

MME subscores are reported as the number of points earned in a particular high school content standard (e.g. E2 Earth Systems, B4 Genetics). Unlike scale scores, the subscores are not equated from year to year and are sample and item dependent. As a result, subscores cannot be compared from year to year. In addition, the difficulty of items from one content standard may be very different than the items from another content standard, so it is not appropriate to compare subscores from different content standards within the same year.

Subscores from within the same subject can be reasonably interpreted in relation to the average subscore. For example, for a student who scores far above the average subscore on one standard, but far below the average subscore on another standard, it is reasonable to interpret the scores as indicating that the student has greater needs in the standard where he or she scored far below average.

NOTE: *In Spring 2008, science subscores were reported for the five strands. New in Spring 2009, science subscores are reported by the 16 high school content standards.*

Performance Levels (MME)

MME scale scores within each subject area can be described in ranges. The labels applied to these ranges are known as performance levels. The MME performance levels are: (1) Advanced, (2) Proficient, (3) Partially Proficient, and (4) Not Proficient. The divisions between the levels are often referred to as *cut scores*.

The cut scores are recommended by a panel comprised of educators and other stakeholders throughout the state in a process known as standard setting. To set these standards, the panel uses detailed descriptions of what students in each of the performance levels should know and be able to do.

Based upon these detailed descriptions and actual assessment items, the panel recommends the score that best separates each performance level from the next to the Michigan Superintendent of Public Instruction. The Superintendent of Public Instruction then recommends the results of the standard setting (or modifications of these standards) to the Michigan State Board of Education (SBE). The SBE is the authority who approves the final cut scores and performance level ranges. While the performance level descriptors necessarily differ by subject area, student achievement (as defined by the obtained performance level) can be reasonably compared across subjects. Such a comparison could be used to indicate whether students are meeting Michigan performance expectations in each subject.

ACT Scores

The ACT composite score is an overall college readiness score that is created from the ACT scores in English, reading, mathematics, and science. The scoring range for the ACT is 1 to 36 for English, reading, mathematics, science, and for the overall (or *composite*) score. The ACT writing score is derived from the scores on the writing prompt administered as an additional ACT component. It is scored from 2-12 for student responses that are able to be scored, and is scored as dashes (--) for responses that are not able to be scored. See the Spring 2009 MME Student Data File field "ACTWritingIndicatorProblem" (column BR) for the condition code.

Students who tested with a state-allowed accommodation (rather than ACT-approved accommodation) will receive ACT scores; however, these scores are not college-reportable. These students' individual student and parent reports will indicate their scores are not college-reportable and these students will not receive a separate score report from ACT. An ACT results letter for each student testing with state-allowed accommodations will be sent to high school principals in August, 2009.

WorkKeys Scores

The WorkKeys score categories are: <3, 3, 4, 5, 6, and 7 for the Applied Mathematics and Reading for Information WorkKeys tests, and <3, 3, 4, 5, and 6 for the Locating Information test. Each score category represents a described level of performance and is an indicator of work readiness. The WorkKeys scale cannot reliably distinguish between students scoring less than a 3. For this reason, a <3 symbol is reported for students with scores of less than 3 (in the student data file a zero is used to indicate a student has not yet attained a score of 3 or higher).

If a student achieves a score of 5 or higher on all three WorkKeys tests, the student is eligible for a *gold* national career readiness certificate (NCRC). A student achieving a score of 4 or higher on all three tests, is eligible for a *silver* NCRC, and a score of 3 or higher on all tests, is eligible for a *bronze* NCRC. Qualified ELL students who received translation assistance, in a language other than English, for WorkKeys test items are not eligible for the NCRC. For more information on the NCRC, please visit www.myworkkeys.com.

Michigan Merit Examination

Michigan Merit Examination (MME) Score Categories and Scale Score Ranges

Spring 2009

SUBJECT		Level 4 Not Proficient	Level 3 Partially Proficient	Level 2 Proficient	Level 1 Advanced
MATHEMATICS		(950-1088)	(1089-1099)	(1100-1127)	(1128-1250)
SCIENCE		(950-1086)	(1087-1099)	(1100-1142)	(1143-1250)
SOCIAL STUDIES		(950-1085)	(1086-1099)	(1100-1128)	(1129-1250)
ENGLISH LANGUAGE ARTS	Reading	(950-1077)	(1078-1099)	(1100-1157)	(1158-1250)
	Writing	(950-1050)	(1051-1099)	(1100-1145)	(1146-1250)
	Total ELA*	(950-1064)	(1065-1099)	(1100-1151)	(1152-1250)

*The Total ELA scale score is the arithmetic average of the reading scale score and the writing scale score.

SECTION 2: EXPLAINING THE MICHIGAN MERIT EXAMINATION SCALE SCORE

There are two important questions about the Michigan Merit Examination (MME) that are answered in this section:

1. What is the relationship between ACT, WorkKeys, and MME scores?
2. What is the relationship between the number of points earned on the MME and the scale score?

What is the relationship between ACT, WorkKeys, and MME scores?

Students who take the MME receive separate ACT and WorkKeys scores that are based on a separate scoring system that is proprietary information of ACT, Inc. The overall MME score is derived from a *selected set of contributing test items* answered by each student for each subject, regardless of where those test items come from (i.e., the ACT, WorkKeys, or Michigan components). A table showing the test components that contributed to each MME subject score is included at the end of this section for your reference.

What is the relationship between the number of points earned on the MME and the scale score?

On the old high school MEAP assessment, there was a table for each subject area that described a one-to-one relationship between the number of points earned by a student and the scale score earned by the student. This one-to-one relationship between points earned and scale score is a by-product of the statistical scoring model used for scoring the high school MEAP assessment. That scoring model worked relatively well for the high school MEAP assessment, but is problematic for the MME for two reasons:

1. The items on the MME tend to be significantly harder than the items on the high school MEAP assessment. The increased difficulty tends to lead to higher levels of guessing on items by students. The scoring model for the high school MEAP assessment did not account for guessing behavior.
2. The items on the MME vary widely in their ability to distinguish between students with high and low achievement. Therefore, some items give significantly more information about the level of achievement of individual students than other items. The variation in the information provided by each item was not incorporated in the high school MEAP assessment scoring model.

Inaccurate scores could occur for a significant number of students if these realities were not accounted for. Therefore, a different statistical scoring model has been applied to the MME. This model takes into account the increased level of guessing on the MME. It also incorporates differences in information about student achievement provided by different items. This model is well-researched, well-validated, and well-implemented in many testing programs.

In this more sophisticated model, there is still a strong relationship between the number of points earned and the scale score received by an individual student, but it is no longer a one-to-one (linear) relationship. Students who earn the same number of points will not necessarily have the same scale score, although the scale scores will be similar. Three concrete examples are given below showing how this can occur:

Jim and Sue both earned 40 out of 50 points, but Sue earned a higher scale score. For the most part, both Jim and Sue got the same items right and wrong, but there were some items on which they differed. The items that only Sue answered correctly tended to be much more difficult than the items that only Jim answered correctly. As a result, Sue's scale score was higher than Jim's.

Jane and John both earned 25 out of 50 points, but Jane earned a higher scale score. For the most part, both John and Jane got the same items right and wrong, but there were some items on which they differed. The few items that only Jane answered correctly provide a lot of information about whether a student is a high achiever. The items that only John answered correctly were less informative about students' level of achievement. Therefore, Jane's scale score was slightly higher than John's.

Betty and Bill both earned 29 out of 50 points, but Bill earned a higher scale score. For the most part, both Bill and Betty got the same items right and wrong, but there were some items on which they differed. The few items that only Betty answered correctly had correct answers that were relatively easy to guess. On the other hand, the items that only Bill answered correctly had correct answers that were quite difficult to guess. Therefore, Bill's scale score was slightly higher than Betty's.

In the MME scoring model, it is the *pattern* of correct and incorrect responses that determines a student's scale score rather than the *number of points* earned by that student. This reflects that there are many different ways to earn the same number of points, some of which indicate greater achievement than others.

In relation to scoring models, the high school MEAP assessment used a simple Item Response Theory (IRT) model: the Rasch Partial Credit (1-parameter) model. In contrast, the MME uses a more sophisticated IRT model: the Generalized Partial Credit Model (GPCM). There were two strong reasons for selecting the GPCM over the 1-parameter model.

First, the ACT items tend to be more difficult than the items on the former high school MEAP assessment, and therefore, students are

more likely to guess on those items. The more sophisticated model adjusts to some degree for guessing behavior (but it does not penalize students for guessing).

Second, with the former high school MEAP assessment, the Office of Educational Assessment and Accountability (OEAA) was able to control the construction of the test to maximize fit to the Rasch model, which makes a strong assumption that all items in an assessment are equally related to overall achievement. With the MME, approximately half of the items contributing to each subject score lie outside the control of OEAA, and the fit to the Rasch model cannot be maximized through regular test construction practices. The more sophisticated model incorporates the degree to which individual items are related to the overall set of items being used to measure student achievement rather than making the assumption that all items are equally informative about student achievement.

Spring 2009 Michigan Merit Examination Contributing Components

The table below identifies the components of the Michigan Merit Examination (MME) that a student must take to get a valid score for each of the MME content areas. For example, if the student and school want to get a mathematics score, the student must take the ACT mathematics assessment, the WorkKeys Applied Mathematics and Locating Information assessments, AND the Michigan Mathematics assessment. The most valid scores are obtained by students who do their best on all assessment components.

Not participating in any session will make it impossible to obtain a valid score for one or more subjects of the MME. This not only affects the student's ACT, WorkKeys, and MME scores, but it also negatively affects the student's eligibility for the Michigan Promise scholarship, the school/district AYP 95% participation and performance, and the EdYES! accountability scores. All students should be encouraged to participate in all sessions and to do their best on all items.

Day	Test	Subject Session	Parts	Components Contributing to MME Scores*					
				Total ELA	Reading	Writing	Mathematics	Science	Social Studies
Day 1	ACT Plus Writing	English	1	Select items		Select items			
		Mathematics	1				Select items		
		Reading	1	Select items	Select items				
		Science	1					Select items	
		Writing	1	X		X			
Day 2	WorkKeys	Reading for Information	1	Select items	Select items				
		Applied Mathematics	1				Select items		
		Locating Information	1				Select items		Select items
Day 3	Michigan Mathematics, Science, and Social Studies	Mathematics	1				X		
		Science	1					X	
		Social Studies	1						X

* Each component marked with an "x" or "select items" is required to obtain an MME score in the applicable subject.

SECTION 3: REPORT DESCRIPTIONS

Michigan Merit Examination
Sample Reports
Spring 2009

The sample reports included in this Guide to Reports are intended to provide examples of the report formats, data organization, and types of information contained in each report.

These sample reports were printed prior to availability of real data. Data contained in these sample reports do not refer to any specific district, school, assessment item, or any specific student.

English Language Arts Student Roster

The Student Roster provides detail information for each student assessed, reported by class or group. The detail information includes student scores for each high school content standard assessed within each subject area. Page numbers are printed in the center at the bottom of each report page. A sample English language arts student roster is presented on the following page.

Section A identifies the title of the report, the grade level reported, the assessment cycle, and the subject area. The teacher name and class/group code (if provided by the school), the school name and code, and the district name and code are also reported.

Section B lists each student's name followed by their unique identification code (UIC) and date of birth (DOB). The number of students being reported is also provided.

Section C provides the following information for reading, writing, and total ELA, detailed by student:

- Scale Score
- Performance Level
- The following information by high school content standard (e.g., R2.1 Strategy, R2.2 Meaning, etc.):
 - Number of possible points
 - Number of points earned by the student
- The following information for the ACT constructed response item:
 - Score (constructed response score points)
 - Comment or condition codes

English language arts scale score is the arithmetic average of the reading and writing scale score. ACT writing score points are included in the W1.3 Purpose and Audience subscore.

NOTE: "NA" in the performance level column indicates the student did NOT receive a valid MME score in that subject area and does NOT count as assessed for AYP. Any of the five issues listed below will result in the student receiving a not valid MME score:

- 1) student received a **nonstandard accommodation** during test administration (standard subscore data will be reported)
- 2) student did not meet **attemptedness** in one or more of the required components for that subject
- 3) student was dismissed for **prohibited behavior** during the test administration
- 4) student was involved in a test **misadministration** on the part of the school
- 5) student did not include the form code on their answer document (answer document could not be scored)

Michigan Merit Examination



STUDENT ROSTER

Grade 11
Spring 2009

ENGLISH LANGUAGE ARTS



District Name: **SAMPLE DISTRICT** XXXXXXXXXXXXXXXXXXXXXXXXXXXX 00214
District Code: 99999

Teacher Name: **LAST, FIRST**
Class/Group : 1234
School Name : **SAMPLE SCHOOL** XXXXXXXXXXXXXXXXXXXXXXXX 00057
School Code : 99999



	MME Reading						MME Writing						MME Total ELA	
	Scale Score	Performance Level	R2.1 Strategy	R2.2 Meaning	R2.3 Independent	L3.1 Close Reading	Scale Score	Performance Level	W1.1 Writing Process	W1.3 Purpose and Audience	ACT Writing		Scale Score	Performance Level
											Score**	Comment/Condition Codes		
Possible Points			22	12	10	5			30	20	12			
LnameXXXXXXXXXXXXXXXXX, FnameXXXXXXXXXXXXXXXXX I. UIC: 1234567890 DOB: 99/99/9999	1114	2	12	6	6	4	1125	2	25	13	7	21	1120	2
LnameXXXXXXXXXXXXXXXXX, FnameXXXXXXXXXXXXXXXXX I. UIC: 1234567890 DOB: 99/99/9999	1098	3	8	3	9	1	NA	NA				01	NA	NA
LnameXXXXXXXXXXXXXXXXX, FnameXXXXXXXXXXXXXXXXX I. UIC: 1234567890 DOB: 99/99/9999	1106	2	9	7	8	2	1072	3	9			21	1089	3
LnameXXXXXXXXXXXXXXXXX, FnameXXXXXXXXXXXXXXXXX I. UIC: 1234567890 DOB: 99/99/9999	1094	3	9	3	6	1	1082	3	15	7	6	32	1088	3
LnameXXXXXXXXXXXXXXXXX, FnameXXXXXXXXXXXXXXXXX I. UIC: 1234567890 DOB: 99/99/9999	1112	2	8	6	8	3	1092	3	13	12	8	33	1102	2
LnameXXXXXXXXXXXXXXXXX, FnameXXXXXXXXXXXXXXXXX I. UIC: 1234567890 DOB: 99/99/9999	NA	NA					973	4	8	6	2	20	NA	NA
LnameXXXXXXXXXXXXXXXXX, FnameXXXXXXXXXXXXXXXXX I. UIC: 1234567890 DOB: 99/99/9999	NA	NA					1065	3	14	7	5	20, 31	NA	NA
LnameXXXXXXXXXXXXXXXXX, FnameXXXXXXXXXXXXXXXXX I. UIC: 1234567890 DOB: 99/99/9999	1107	2	7	5	8	3	1062	3	7	9	6	32	1085	3
LnameXXXXXXXXXXXXXXXXX, FnameXXXXXXXXXXXXXXXXX I. UIC: 1234567890 DOB: 99/99/9999	1096	3	7	5	7	3	1060	3	7	9	6	21	1078	3
No. of Students Reported = 219														



Performance Level	Reading Scale Score Range	Writing Scale Score Range	Total ELA Scale Score Range
1 - Advanced	(1158 - 1250)	(1146 - 1250)	(1152 - 1250)
2 - Proficient	(1100 - 1157)	(1100 - 1145)	(1100 - 1151)
3 - Partially Proficient	(1078 - 1099)	(1051 - 1099)	(1065 - 1099)
4 - Not Proficient	(950 - 1077)	(950 - 1050)	(950 - 1064)

NA - Score data unavailable in this subject for this student because valid data for one or more components of the subject are not available. See Guide to Reports for more information.
* Student does not count as assessed due to a nonstandard accommodation.
** The ACT Writing score is included in the W1.3 Purpose and Audience data.

Mathematics, Science, and Social Studies Student Rosters

The Student Roster provides detail information for each student assessed, reported by class or group. The detail information includes student subscores for each high school content standard assessed in mathematics and science. Social studies subscores are reported at the strand level. Page numbers are printed in the center at the bottom of each report page. Sample student rosters for mathematics, science, and social studies are presented on the following three pages.

Section A identifies the title of the report, the grade level reported, the assessment cycle, and the subject area. The teacher name and class/group code (if provided by the school), the school name and code, and the district name and code are also provided.

Section B lists each student's name followed by their unique identification code (UIC) and date of birth (DOB). The number of students reported is also provided.

Section C provides the following information, detailed by student:

- Scale Score
- Performance Level
- The following information reported by standard (mathematics and science) or by strand (social studies):
 - o Number of possible points
 - o Number of points earned by the student

NOTE: *In Spring 2008, mathematics subscores began to be reported by standard. New in Spring 2009, science subscores are also reported by standard.*

NOTE: "NA" in the Performance Level column indicates that the student did NOT receive a valid MME score in that subject area and does NOT count as assessed for AYP. Any of the five issues listed below will result in the student receiving an MME score that is NOT valid:

- 1) student received a **nonstandard accommodation** during test administration (standard subscore data will be reported)
- 2) student did not meet **attemptedness** in one or more of the required components for that subject
- 3) student was dismissed for **prohibited behavior** during the test administration
- 4) student was involved in a test **misadministration** on the part of the school
- 5) student did not include the form code on their answer document (answer document could not be scored)



STUDENT ROSTER
 Grade 11
 Spring 2009
MME MATHEMATICS



District Name: **SAMPLE DISTRICT** XXXXXXXXXXXXXXXXXXXXXXXXXXXX 00214
 District Code: 99999

Teacher Name : **LAST, FIRST**
 Class/Group : 1234
 School Name : **SAMPLE SCHOOL** XXXXXXXXXXXXXXXXXXXXXXXX 00057
 School Code : 99999



Possible Points	Scale Score	Performance Level	Subscores											
			L1 Number Reasoning	L2 Calculations	L3 Logic & Proof	A1 Equations	A2 Functions	A3 Function Families	G1 Figure Properties	G2 Figure Relations	G3 Transformations	S1 Univariate Data	S2 Bivariate Data	S4 Probability
LnameXXXXXXXXXXXXXXXXXXXX, FnameXXXXXXXXXXXXXXXXXXXX I. UIC: 1234567890 DOB: 99/99/9999	1112	2	4	5	0	9	3	2	8	1	1	2	0	0
LnameXXXXXXXXXXXXXXXXXXXX, FnameXXXXXXXXXXXXXXXXXXXX I. UIC: 1234567890 DOB: 99/99/9999	1135	1	5	11	2	4	1	3	5			2	1	1
LnameXXXXXXXXXXXXXXXXXXXX, FnameXXXXXXXXXXXXXXXXXXXX I. UIC: 1234567890 DOB: 99/99/9999	950	4	4	4	1	3	3	2	4			2	1	1
LnameXXXXXXXXXXXXXXXXXXXX, FnameXXXXXXXXXXXXXXXXXXXX I. UIC: 1234567890 DOB: 99/99/9999	950	4	3	7	2	2	0	1	1	0	0	0	1	0
LnameXXXXXXXXXXXXXXXXXXXX, FnameXXXXXXXXXXXXXXXXXXXX I. UIC: 1234567890 DOB: 99/99/9999	1100	2	1	8	1	6	3	3	5	0	0	2	0	1
LnameXXXXXXXXXXXXXXXXXXXX, FnameXXXXXXXXXXXXXXXXXXXX I. UIC: 1234567890 DOB: 99/99/9999	NA	NA												
LnameXXXXXXXXXXXXXXXXXXXX, FnameXXXXXXXXXXXXXXXXXXXX I. UIC: 1234567890 DOB: 99/99/9999	NA	NA												
LnameXXXXXXXXXXXXXXXXXXXX, FnameXXXXXXXXXXXXXXXXXXXX I. UIC: 1234567890 DOB: 99/99/9999	950	4	2	4	2	2	2	0	2	0	0	1	1	0
LnameXXXXXXXXXXXXXXXXXXXX, FnameXXXXXXXXXXXXXXXXXXXX I. UIC: 1234567890 DOB: 99/99/9999	950	4	4	8	1	3	1	0	2	0	0	1	0	1
No. of Students Reported = 219														

Performance Level **Scale Score Range**
 1 - Advanced (1128 - 1250)
 2 - Proficient (1100 - 1127)
 3 - Partially Proficient (1089 - 1099)
 4 - Not Proficient (950 - 1088)

NA - Score Data unavailable in this subject for this student because valid data for one or more components of the subject are not available. See Guide to Reports for more information.
 * Student does not count as assessed due to a nonstandard accommodation.



STUDENT ROSTER

Grade 11
Spring 2009

MME SCIENCE



District Name: **SAMPLE DISTRICT** XXXXXXXXXXXXXXXXXXXXXXXXXXXX 00214
District Code: 99999

Teacher Name : **LAST, FIRST**
Class/Group : 1234
School Name : **SAMPLE SCHOOL** XXXXXXXXXXXXXXXXXXXXXXXX 00057
School Code : 99999



Possible Points	Scale Score	Performance Level	Subscores															
			R1 Inquiry-Reflection	E2 Earth Systems	E3 The Solid Earth	E4 The Fluid Earth	E5 Space & Time	B2 Org of Living Sys	B3 Environment	B4 Genetics	B5 Evolution	P2 Motion of Objects	P3 Forces & Motion	P4a Energy Part a	P4b Energy Part b	C23 Energy Conserv	C4 Prop of Matter	C5 Changes in Matter
			22	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2
LnameXXXXXXXXXXXXXXXXXX, FnameXXXXXXXXXXXXXXXXXX I. UIC: 1234567890 DOB: 99/99/9999	1120	2	15	1	1	0	1	2	1	2	2	2	1	1	0	1	2	2
LnameXXXXXXXXXXXXXXXXXX, FnameXXXXXXXXXXXXXXXXXX I. UIC: 1234567890 DOB: 99/99/9999	950	4	9	0	1	1	0	0	0	0	0	0	0	0	0	0	0	0
LnameXXXXXXXXXXXXXXXXXX, FnameXXXXXXXXXXXXXXXXXX I. UIC: 1234567890 DOB: 99/99/9999	1073	4	9	0	1	1	1	0	2	0	1	1	1	0	1	0	0	0
LnameXXXXXXXXXXXXXXXXXX, FnameXXXXXXXXXXXXXXXXXX I. UIC: 1234567890 DOB: 99/99/9999	1080	4	12	1	1	0	0	0	1	0	0	0	2	0	0	1	1	1
LnameXXXXXXXXXXXXXXXXXX, FnameXXXXXXXXXXXXXXXXXX I. UIC: 1234567890 DOB: 99/99/9999	1087	3	11	1	1	0	1	0	1	2	1	1	0	1	0	0	0	1
LnameXXXXXXXXXXXXXXXXXX, FnameXXXXXXXXXXXXXXXXXX I. UIC: 1234567890 DOB: 99/99/9999	NA	NA																
LnameXXXXXXXXXXXXXXXXXX, FnameXXXXXXXXXXXXXXXXXX I. UIC: 1234567890 DOB: 99/99/9999	NA	NA																
LnameXXXXXXXXXXXXXXXXXX, FnameXXXXXXXXXXXXXXXXXX I. UIC: 1234567890 DOB: 99/99/9999	1019	4	4	0	0	0	0	0	0	0	1	0	1	1	0	0	0	1
LnameXXXXXXXXXXXXXXXXXX, FnameXXXXXXXXXXXXXXXXXX I. UIC: 1234567890 DOB: 99/99/9999	950	4	4	0	0	0	0	2	1	0	0	1	0	0	0	0	1	0
No. of Students Reported = 219																		



Performance Level **Scale Score Range**
 1 - Advanced (1143 - 1250)
 2 - Proficient (1100 - 1142)
 3 - Partially Proficient (1087 - 1099)
 4 - Not Proficient (950 - 1086)

NA - Score Data unavailable in this subject for this student because valid data for one or more components of the subject are not available. See Guide to Reports for more information.
 * Student does not count as assessed due to a nonstandard accommodation.



STUDENT ROSTER
Grade 11
Spring 2009
MME SOCIAL STUDIES



District Name: **SAMPLE DISTRICT** XXXXXXXXXXXXXXXXXXXXXXXXXXXX 00214
 District Code: **99999**

Teacher Name : **LAST, FIRST**
 Class/Group : **1234**
 School Name : **SAMPLE SCHOOL** XXXXXXXXXXXXXXXXXXXXXXXX 00057
 School Code : **99999**



	Scale Score	Performance Level	Subscores				
			History	Geography	Civics	Economics	Inquiry
Possible Points			7	7	7	7	6
LnameXXXXXXXXXXXXXXXXXX, FnameXXXXXXXXXXXXXXXXXX I. UIC: 1234567890 DOB: 99/99/9999	1094	3	4	4	6	5	0
LnameXXXXXXXXXXXXXXXXXX, FnameXXXXXXXXXXXXXXXXXX I. UIC: 1234567890 DOB: 99/99/9999	1061	4	1		1	1	4
LnameXXXXXXXXXXXXXXXXXX, FnameXXXXXXXXXXXXXXXXXX I. UIC: 1234567890 DOB: 99/99/9999	1072	4	2			2	2
LnameXXXXXXXXXXXXXXXXXX, FnameXXXXXXXXXXXXXXXXXX I. UIC: 1234567890 DOB: 99/99/9999	1075	4	2		3	3	0
LnameXXXXXXXXXXXXXXXXXX, FnameXXXXXXXXXXXXXXXXXX I. UIC: 1234567890 DOB: 99/99/9999	1081	4	4	2	5	2	1
LnameXXXXXXXXXXXXXXXXXX, FnameXXXXXXXXXXXXXXXXXX I. UIC: 1234567890 DOB: 99/99/9999	NA	NA					
LnameXXXXXXXXXXXXXXXXXX, FnameXXXXXXXXXXXXXXXXXX I. UIC: 1234567890 DOB: 99/99/9999	NA	NA					
LnameXXXXXXXXXXXXXXXXXX, FnameXXXXXXXXXXXXXXXXXX I. UIC: 1234567890 DOB: 99/99/9999	1061	4	2	1	4	1	0
LnameXXXXXXXXXXXXXXXXXX, FnameXXXXXXXXXXXXXXXXXX I. UIC: 1234567890 DOB: 99/99/9999	1078	4	4	3	2	2	2
No. of Students Reported = 219							

Performance Level	Scale Score Range
1-Advanced	(1129 - 1250)
2-Proficient	(1100 - 1128)
3-Partially Proficient	(1086 - 1099)
4-Not Proficient	(950 - 1085)

NA - Score Data unavailable in this subject for this student because valid data for one or more components of the subject are not available. See Guide to Reports for more information.
 * Student does not count as assessed due to a nonstandard accommodation.

STUDENT RECORD LABEL

A Student Record Label is provided for each student assessed during the Spring 2009 cycle. The labels are mailed to the school for placement in the student record file (CA-60).

Section A contains the district name and code and the school name and code.

Section B contains the student's name, district student ID number (if provided by the school), student's state unique identification code (UIC), date of birth, gender, grade level when the assessment was administered, and the MME administration cycle.

Section C contains MME subject areas assessed, the scale score received, and the performance level the student attained in each subject area:

- Level 1 – Advanced
- Level 2 – Proficient
- Level 3 – Partially Proficient
- Level 4 – Not Proficient

99999 SAMPLE DISTRICT XXXXXXXXXXXXXXXXXXXXXXXXXXXX 00073
A 99999 SAMPLE SCHOOL XXXXXXXXXXXXXXXXXXXXXXXXXXXX 00131
LnameXXXXXXXXXXXXXXXXXX, **Fname**XXXXXXXXXXXXXXXXXX I.

STU# 09876543210987654321 UIC# 1234567890

DOB - 99/99/9999

Gender - M **B**

Grade - 11

Spring 2009

mme[™]

Subject	Scale Score	Performance Level
ELA Total	1087	3-Partially Proficient
• Reading	1097	3-Partially Proficient
• Writing	1076	3-Partially Proficient
Mathematics	1095	3-Partially Proficient
Science	1107	2-Proficient
Social Studies	1094	3-Partially Proficient

PARENT REPORT

The intent of the Parent Report is to provide a summary description of their student's performance in each subject area assessed on the MME. This report is designed to help parents and guardians identify 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).

Section A identifies the title of the report, the grade level the student was in when the assessment was administered, the assessment cycle, the district name and code, and the school name and code where the student was enrolled at the time the assessment was administered.

Section B provides the name and state unique identification code (UIC) of the student.

Section C provides a general description of the four possible student performance levels.

Section D provides information to parents about how to interpret and use this report.

Section E provides a letter to parents from Michigan's Superintendent of Public Instruction concerning their students' academic achievement on the MME.

Section F provides a summary of students' academic achievement on the MME including scale scores and performance levels for each subject.

Section G describes the multiple components of the MME, provides information about the Michigan Promise scholarship and instructions on how to find additional assistance interpreting the Parent Report.

Section H provides students' results on the ACT assessments.

Section I provides students' results on the WorkKeys assessments.

Sections J1-J6 describe how the student performed in each subject area, on each subject area strand or standard, and the total points possible for the strand/standard. The brief explanation for each subject area provides the performance level score the student attained, as well as information on how the student's performance relates to Michigan high school standards. For example, if a student received a Level 2 on the MME mathematics assessment, that student is "Proficient" in Michigan high school mathematics standards. A graph is provided for each subject to visually depict that subject's scale score ranges, cut scores, and the student's scale score in that subject. The horizontal bar that extends out left and right of the student's scale score represents the standard

error of measurement. This standard error represents the range in which the student's score would fall if they had taken the same test or a similar test on a different day.

The Total ELA score is the arithmetic average of the reading scale score and writing scale score and describes students' overall ELA performance.

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

Student subscores for strands or standards 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 and standards 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 or standard level. It is more appropriate to use this strand and standard information together with classroom assessment data, teacher-provided information, and other performance information to guide learning activities.

Michigan Merit Examination

PhnameXXXXXXXXXXXX I.LnameXXXXXXXXXXXX
LIC: 1234567890 Page 4

What is the Michigan Merit Examination?

The Michigan Merit Examination (MME) includes three major components: a college entrance examination, WorkKeys job skills assessments, and Michigan developed assessments. Together, these three components round out the coverage of Michigan's high school core content expectations.

The ACT is the most widely accepted college entrance examination in the United States. It assesses high school students' general educational development and their potential to be successful in college-level coursework. The ACT exam includes assessments of English, mathematics, reading, science, and writing. The ACT results are accepted by most colleges and universities for college entrance.

WorkKeys is a job skills assessment system measuring real-world skills, designed to support economic and workforce development programs. The MME WorkKeys components assess reading for information, applied mathematics, and locating information. Skills assessed by WorkKeys are valued by Michigan employers, colleges, and technical training institutions.

Students who receive qualifying scores on the three WorkKeys assessments taken as part of the MME are eligible for the National Career Readiness Certificate (NCRC). Qualified English Language Learner students who received translation assistance, in a language other than English, for WorkKeys test items are not eligible for the NCRC.

The Michigan developed components of the MME include aspects of mathematics, science, and social studies that are not covered by the ACT or WorkKeys assessments.

Students who earned MME scores in all subjects are eligible for the Michigan Promise Scholarship, which is designed to help fund the first two years of college or technical training after high school graduation. Students who are successful on the Michigan Merit Examination, achieving advanced or proficient performance levels in all subjects, are eligible for installment payments of the Michigan Promise Scholarship. Even if students do not achieve proficiency in all subjects, they are eligible for the Michigan Promise Scholarship after two years of successful post-secondary enrollment. Please see www.michigan.gov/promise for additional information on the Michigan Promise Scholarship, or www.michigan.gov/mme for additional information about taking a national ACT to become eligible for the Michigan Promise Scholarship installment payment.

If you have questions about the MME or this report, please talk to your student's counselor or principal, who will be able to assist you in interpreting this information.

For more information, please visit www.michigan.gov/mme

ACT:

Students took the ACT as part of the MME. The ACT consists of four multiple-choice tests (English, Mathematics, Reading, and Science) and a Writing test. Selected items from the ACT contributed to your student's MME subject scores. In addition, your student's ACT scores provide a measure of college readiness. The four multiple-choice ACT tests are scored on a scale of 1 to 36. The ACT Composite score is the average of the four multiple-choice tests. The ACT Writing Test is scored on a range of 2-12. An English/Writing score is also provided on a scale of 1 to 36 and is based on the ACT English Test and the ACT Writing Test.

A student who met ACT's College Readiness Benchmarks is generally ready to succeed in first-year college-level work. The Benchmark scores are: 18 for English, 22 for Math, 21 for Reading, and 24 for Science.

Component	Score	Component	Score
English	16	Composite	16
Mathematics	15	English/Writing	14
Reading	15	Writing	4
Science	19		

WorkKeys:

WorkKeys Reading for Information, Applied Mathematics, and Locating Information assesses real-world skills employers use critical to job success. The assessments measure portions of the Michigan High School Content Standards.

The Level Scores for the WorkKeys tests range from 3-7 for Reading for Information and Applied Mathematics, and 3-6 for Locating Information. The bottom and top of the ranges indicate the lowest and highest levels of complexity. Each level is built on the previous one. A score at Level 5 means the test taker has successfully met the requirements of Levels 3 and 4. The test scores relate to the skill ranges and how the test taker performs relative to the ranges. Additional information on the WorkKeys Foundational Skills Assessments can be located at <http://www.act.org/workkeys/assess/foundational.html>. More information about WorkKeys can be located at <http://www.act.org/workkeys/>.

Students may qualify for a National Career Readiness Certificate (NCRC) based on WorkKeys Level scores earned during the Spring 2009 MME. Eligibility for a bronze credential requires at least a Level 3, a silver credential requires at least a Level 4, and a gold credential requires at least a Level 5 on all three WorkKeys tests.

Qualified ELL students who received translation assistance, in a language other than English, for WorkKeys test items are not eligible for the NCRC.

Component	Level Score
Reading for Information	5
Applied Mathematics	5
Locating Information	5

Parent Report

Grade 11
Spring 2009

A

mme
Michigan Merit Examination

District 99999 - SAMPLE DISTRICT XXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXX 00214
School 99999 - SAMPLE SCHOOL XXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXX 00209

Report For:
FnameXXXXXXXXXXXX I.LnameXXXXXXXXXXXX

B

LIC: 1234567890

Dear Parent or Guardian:

In March 2009, FnameXXXXXXXXXXXX I.LnameXXXXXXXXXXXX took the Michigan Merit Examination (MME). The MME measures what students know and can do, based on Michigan high school content standards. MME results provide a valid and reliable assessment of FnameXXXXXXXXXXXX's overall performance in each content area assessed.

The MME includes three major components: the ACT Plus Writing™ college entrance exam; WorkKeys™ job skills assessments in reading, mathematics, and locating information; and Michigan-developed assessments in mathematics, science, and social studies.

In addition to measuring FnameXXXXXXXXXXXX's performance on the Michigan high school content standards, the MME provides students with a free college entrance exam, eligibility for a National Career Readiness Certificate based on sufficient WorkKeys™ scores, and eligibility for the Michigan Promise scholarship administered by the Michigan Department of Treasury. If you have questions about this scholarship, please call 888-447-2687 toll-free or visit the scholarship website at www.michigan.gov/promise.

FnameXXXXXXXXXXXX will receive separate score reports for the ACT Plus Writing college entrance exam and the WorkKeys job skills assessments from ACT, but we have also included the scores in this MME report for your convenience.

We encourage you to discuss these results with teachers and other school professionals who have the benefit of knowing your student on a more personal level. These professionals can use the MME results, and other assessment and classroom performance information, to provide a more complete analysis and to help you plan for your student's continued learning. Students have a greater opportunity to succeed academically when parents, teachers, and counselors work together.

Sincerely,

Mike Flanagan

E

Mike Flanagan
Superintendent of Public Instruction

Michigan Merit Exam Results for FnameXXXXXXXXXXXX

Subject	Scale Score	Performance Level
MME Mathematics	1064	4-Not Proficient
MME Science	1093	3-Partially Proficient
MME Reading	1094	3-Partially Proficient
MME Writing	1077	3-Partially Proficient
MME Total English Language Arts	1086	3-Partially Proficient
MME Social Studies	1089	3-Partially Proficient

F

C

Performance Level Definitions

Level 1: Advanced
The student's performance exceeds state high school standards and indicates substantial understanding and application of key concepts defined for Michigan students. The student needs support to continue to excel.

Level 2: Proficient
The student's performance indicates understanding and application of key state high school standards defined for Michigan students. The student needs continued support to maintain and improve proficiency.

Level 3: Partially Proficient
The student needs assistance to improve achievement. The student's performance is not yet proficient, indicating a partial understanding and application of the state high school standards defined for Michigan students.

Level 4: Not Proficient
The student needs intensive intervention and support to improve achievement. The student's performance is not yet proficient and indicates minimal understanding and application of the state high school standards defined for Michigan students.

Care should be exercised in interpreting the results of this assessment. Although the tests are administered under standardized conditions, each score reflects performance on a given day. The scale scores are the most reliable. Because each subscore represents only a portion of the test, subscores are more likely to vary than total scores. Students and test administrators should discuss these results with your student's teachers, counselor, or principal. They can provide more information by using results from other assessments and classroom performance. Your student's teachers and counselor are in the best position to provide guidance in designing appropriate instruction for your student.

D

Spring 2009 Run Date: 05/01/2009 P01U4R000

Page 2
Mathematics and Science

MME Mathematics: Your student's mathematics scale score is reported on the graph below.

The goal of mathematics education is for all students to develop mathematical power to participate fully as citizens and workers in our contemporary world. High school mathematics includes the study of (a) quantitative literacy and logic; (b) algebra and functions; (c) geometry and trigonometry; and (d) statistics and probability.

A STUDENT WHO PERFORMED AT THE NOT PROFICIENT LEVEL: Requires intensive intervention and support to improve achievement. The student did not demonstrate mathematical skills and concepts consistent with high school content expectations.

J1

Mathematics Subscores	Points Earned	Points Possible	% Correct
L1 Reasoning about Numbers	4	7	57%
L2 Calculations, Algorithms	7	14	50%
L3 Math Reasoning, Logic & Proof	0	3	0%
A1 Expressions & Equations	4	10	40%
A2 Functions	0	6	0%
A3 Families of Functions	0	5	0%
G1 Figures & Proportals	2	16	13%
G2 Relationships between Figures	0	2	0%
G3 Transformations of Figures	1	1	100%
S1 Univariate Data: Distributions	2	7	29%
S2 Bivariate Data: Relationships	1	1	100%
S4 Probability Models, Operations	0	1	0%

MME Science: Your student's science scale score is reported on the graph below.

During the initial high school years, all students learn to understand and critique scientific theories; they learn the general science concepts of the biological, the chemical, the physical world around them, and the elements and processes that make up and affect Earth. They construct new scientific knowledge by implementing inquiry skills to develop models that will test scientific hypotheses and evaluate theories about the universe. They gather and use quantitative and qualitative data to investigate and support scientific inquiry. They reflect on scientific knowledge by evaluating limitations of evidence used to support decisions about their lives and society.

A STUDENT WHO PERFORMED AT THE PARTIALLY PROFICIENT LEVEL: Requires assistance to improve achievement. These students have some ability to design scientific investigations based on questions and have partial knowledge of basic biological, chemical, Earth science, and physical science concepts.

J2

Science Subscores	Points Earned	Points Possible	% Correct
R1 Inquiry & Reflection	9	22	41%
E2 Earth Systems	1	2	50%
E3 The Solid Earth	1	2	50%
E4 The Fluid Earth	0	2	0%
E5 Earth in Space & Time	1	2	50%
B2 Organization of Living Systems	2	2	100%
B3 Living Systems & Environment	1	2	50%
B4 Genetics	1	2	50%
B5 Evolution & Biodiversity	2	2	100%
P2 Motion of Objects	1	2	50%
P3 Forces & Motion	0	2	0%
P4a Energy Part a	1	2	50%
P4b Energy Part b	0	2	0%
C25 Energy Transfer & Conservation	1	2	50%
C4 Properties of Matter	2	2	100%
C5 Changes in Matter	0	2	0%

Page 3
Reading, Writing, and Social Studies

MME Reading: Your student's reading scale score is reported on the graph below.

The reading assessment measures reading comprehension by requiring students to derive meaning from several types of texts including narrative, expository, and workplace communications such as letters, instructions, and governmental regulations. Determining main ideas, locating and interpreting significant details, identifying relationships, understanding the meaning of words, and drawing conclusions are all skills that are assessed. The overall emphasis is on higher-order levels of thinking, such as analysis and synthesis of information from several content areas including literature, humanities, social science, and natural science.

A STUDENT WHO PERFORMED AT THE PARTIALLY PROFICIENT LEVEL: Requires assistance to improve achievement. This student comprehended uncomplicated narrative and informational text by referring to what was explicitly stated and used reasoning skills to draw inferences consistent with high school expectations.

J3

Reading Subscores	Points Earned	Points Possible	% Correct
R2.1 Strategy Development	8	22	36%
R2.2 Meaning Beyond Literal	7	12	58%
R2.3 Independent Reading	7	10	70%
L3.1 Close Literature Reading	1	5	20%

MME Writing: Your student's writing scale score is reported on the graph below.

The MME Writing assessment contains two separate measures of writing: The ACT Writing test and The ACT English test. The ACT Writing test is a direct measure of students' ability to write persuasively about a given topic. The ACT English test uses multiple-choice items to test revising and editing of standard conventions of written English (punctuation, grammar and usage, sentence structure, organization and style) in context within various writing formats. Your student's constructed response to the ACT writing prompt and the responses to the multiple choice items on the ACT English test contribute to the MME Writing score.

A STUDENT WHO PERFORMED AT THE PARTIALLY PROFICIENT LEVEL: Demonstrated some understanding of the Michigan High School Content Expectations measured by the two portions of the writing test. The student requires instructional support to gain knowledge about the process and conventions of writing and to improve writing achievement.

J4

Writing Subscores	Points Earned	Points Possible	% Correct
W1.1 Writing Process	15	30	50%
W1.3 Purpose and Audience	7	20	35%

MME Total English Language Arts: Your student's Total English Language Arts scale score is reported on the graph below.

The ELA score is the average of the student's reading scale score and writing scale score.

J5

MME 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. High school students need to evaluate different viewpoints when making decisions about public concerns, and to have the ability to express their conclusions in a clear and organized manner.

A STUDENT WHO PERFORMED AT THE PARTIALLY PROFICIENT LEVEL: Need assistance to improve achievement. These students displayed an incomplete body of knowledge about social studies information and concepts. Students who performed at the partially proficient level face difficulty in using key social studies knowledge and skills in their decisions as they become responsible citizens in a democratic society. (See www.michigan.gov/socialstudies)

J6

Social Studies Subscores	Points Earned	Points Possible	% Correct
History	4	7	57%
Geography	3	7	43%
Civics	4	7	57%
Economics	2	7	29%
Inquiry	4	6	67%

What is Standard Error of Measurement (SEM)?
 The diamond indicates your student's scale score for the tested subject. This is your student's overall subject scale score and is used to determine the level your student achieved. The horizontal bar indicates the Standard Error of Measurement. If your student had taken this same test or a similar test on another day, he/she would likely have scored within this range.

INDIVIDUAL STUDENT REPORT

The intent of the Individual Student Report is to provide detailed performance information about an individual student to teachers and other school personnel. A sample individual student report is presented on the following page.

Section A identifies the title of the report, the grade level, the assessment cycle, the district name and code, and the school name and code.

Section B contains the student demographic information provided by the school: student name, local district student ID number, the student's state unique identification code (UIC), date of birth, as well as subgroup classifications for English language learner, formerly LEP, special education, gender, and ethnicity.

Section C contains MME subjects, the scale score received, and performance level the student attained in each area.

Section D provides individual student data for each MME subject area, an indicator of whether the student tested with accommodations in that subject, and subscores within the subject. It includes the possible points and points earned, scale score, and performance level.

Section E displays the student's scores on the ACT as provided by ACT. If a student took the ACT with state-allowed accommodations, the ACT scores are not college reportable and will be flagged as not college reportable with a footnote on the report.

Section F displays the student's scores on the WorkKeys as provided by ACT. If a student achieves a score of 5 or higher on all three WorkKeys tests, the student is eligible for a *gold* national career readiness certificate (NCRC). A student achieving a score of 4 or higher on all three tests, is eligible for a *silver* NCRC, and a score of 3 or higher on all tests, is eligible for a *bronze* NCRC. The parent report contains a statement on the students' NCRC eligibility and explains students who used a translated version (video or reader script accommodation) on one or more of the WorkKeys tests, are not eligible for the NCRC. For more information on the NCRC, please visit www.myworkkeys.com.



District Name: **SAMPLE DISTRICT** XXXXXXXXXXXXXXXXXXXXXXXXXXXX 00073
District Code: 99999

A

INDIVIDUAL STUDENT REPORT

Grade 11
Spring 2009



School Name : **SAMPLE SCHOOL** XXXXXXXXXXXXXXXXXXXXXXXX 00131
School Code : 99999

Student Name: **LnameXXXXXXXXXXXXXXX, FnameXXXXXXXXXXXXXXX I.**
District Student ID: 09876543210987654321 State UIC: 1234567890
English Language Learner: N Formerly LEP: N SpecEd: Y
Date of Birth: 09/17/1991 Gender: F Ethnicity: White, not of Hispanic Origin (5)

B

Subject	Scale Score	Performance Level	Subject	Scale Score	Performance Level
MME Total ELA	1035	4-Not Proficient	MME Mathematics	1116	2-Proficient
• MME Reading	1083	3-Partially Proficient	MME Science	950	4-Not Proficient
• MME Writing	986	4-Not Proficient	MME Social Studies	NA	NA ***

C

Michigan Merit Examination Subscores	Earned / Possible Points	Scale Score	Performance Level
MME Total English Language Arts		1035	4-Not Proficient
Accommodations: Standard			
MME Reading		1083	3-Partially Proficient
Accommodations: Standard			
Subscores:			
R2.1 Strategy Development	6 / 22		
R2.2 Meaning Beyond Literal	3 / 12		
R2.3 Independent Reading	5 / 10		
L3.1 Close Literature Reading	1 / 5		
MME Writing		986	4-Not Proficient
Accommodations: Standard			
Subscores:			
W1.1 Writing Process	6 / 30		
W1.3 Purpose and Audience	9 / 20		
ACT Writing score *	5 / 12		
MME Social Studies		NA	NA
Accommodations: NonStandard ***			
Subscores:			
History	0 / 7		
Geography	0 / 7		
Civics	0 / 7		
Economics	0 / 7		
Inquiry	0 / 6		

D

Michigan Merit Examination Subscores	Earned / Possible Points	Scale Score	Performance Level
MME Mathematics		1116	2-Proficient
Accommodations: Standard			
Subscores:			
L1 Reasoning about Numbers	5 / 7		
L2 Calculations, Algorithms	11 / 14		
L3 Math Reasoning, Logic & Proof	1 / 3		
A1 Expressions & Equations	3 / 10		
A2 Functions	3 / 6		
A3 Families of Functions	2 / 5		
G1 Figures & Properties	4 / 16		
G2 Relationships between Figures	0 / 2		
G3 Transformations of Figures	0 / 1		
S1 Univariate Data: Distributions	1 / 7		
S2 Bivariate Data: Relationships	0 / 1		
S4 Probability Models, Operations	0 / 1		
MME Science		950	4-Not Proficient
Accommodations: Standard			
Subscores:			
R1 Inquiry and Reflection	5 / 22		
E2 Earth Systems	1 / 2		
E3 The Solid Earth	1 / 2		
E4 The Fluid Earth	0 / 2		
E5 Earth in Space and Time	1 / 2		
B2 Organization of Living Systems	1 / 2		
B3 Living Systems and Environment	0 / 2		
B4 Genetics	1 / 2		
B5 Evolution and Biodiversity	1 / 2		
P2 Motion of Objects	0 / 2		
P3 Forces and Motion	2 / 2		
P4a Energy Part a	0 / 2		
P4b Energy Part b	0 / 2		
C23 Energy Transfer and Conservation	0 / 2		
C4 Properties of Matter	2 / 2		
C5 Changes in Matter	1 / 2		

ACT		WorkKeys	
Component	Score	Component	Level Score
English	8	Composite	12
Mathematics	15	English/Writing	9
Reading	12	Applied Mathematics	5
Science	13	Locating Information	5

E

F

NA - Score Data are unavailable in this subject for this student because valid data for one or more components of the subject are not available. See Guide to Reports for more information.

*** Student does not count as assessed due to a nonstandard accommodation.

* The ACT Writing score is included in the W1.3 Purpose and Audience subscore data.

Demographic Report

The Demographic Report provides a summary breakdown of scores by demographic subgroup for each subject area assessed. A sample demographic report is presented on the following page. Summary data reported includes the number of students assessed in each subgroup, the mean scale score, the percentage of students attaining each performance level, and the percentage of students attaining the “Advanced” or “Proficient” performance level within each subject area. The Demographic Report is generated for three student populations:

- All students
- Students with disabilities (SWD)
- All except students with disabilities (AESWD)

The demographic subgroup scores are reported by school and district. The demographic subgroups reported are:

- Gender
- Ethnicity
- Economically Disadvantaged (ED)
- English Language Learners (ELL)
- Formerly Limited English Proficient (FLEP)
- Migrant
- Homeless

Accommodations subgroups are also reported as follows:

- Standard accommodations (all students)
- Non-standard accommodations (all students)
- Standard accommodations (for English language learners)
- Non-standard accommodations (for English language learners)

Section A identifies the title of the report, the student population included in the report, the grade level, and the assessment cycle. The district name and code and school name and code are also provided.

Section B lists the demographic subgroups, as well as the total student population being reported. Ethnicity subgroups are defined by federal requirements.

Section C reports the number of students included in the subgroup, the mean scale score, the percentage of students attaining each performance level, and the percentage of students attaining the “Advanced” or “Proficient” performance level within each subject area.

This is a multiple-page report with reading, writing, and total ELA scores reported on one page and mathematics, science, and social studies scores reported on another page for each of the three student population groups:

- All students
- Students with disabilities (SWD)
- All except students with disabilities (AESWD)

Michigan Merit Examination



District Name: **SAMPLE DISTRICT XXXXXXXXXXXXXXXXXXXXXXXX 00073**
 District Code: 99999

A

DISTRICT DEMOGRAPHIC REPORT

All Students

Grade 11
Spring 2009



District	MME READING							MME WRITING							MME TOTAL ELA							
	No. of Students Assessed	Mean Scale Score	Level 4	Level 3	Level 2	Level 1	Levels 1 & 2*	No. of Students Assessed	Mean Scale Score	Level 4	Level 3	Level 2	Level 1	Levels 1 & 2*	No. of Students Assessed	Mean Scale Score	Level 4	Level 3	Level 2	Level 1	Levels 1 & 2*	
Total All Students	268	1106	8	32	59	1	60	269	1082	11	59	29	1	30	267	1094	13	43	44	0	44	
Gender																						
Male	128	1102	13	32	55	0	60	128	1077	15	62	23	0	23	127	1090	17	44	39	0	39	
Female	140	1110	4	31	63	1	60	141	1086	8	57	34	1	35	140	1098	9	42	49	0	49	
Ethnicity																						
American Indian/Alaskan Native	19	1108	0	32	68	0	68	19	1073	16	68	16	0	16	19	1091	16	42	42	0	42	
Asian/Pacific Islander	< 10							< 10						< 10								
Black, Not of Hispanic Origin	88	1097	14	38	49	0	49	89	1075	11	74	15	0	15	88	1086	16	58	26	0	26	
Hispanic	< 10							< 10						< 10								
White, Not of Hispanic Origin	149	1110	6	30	63	1	64	149	1086	11	51	37	1	38	148	1098	10	36	54	0	54	
Multiracial																						
Additional Reporting Groups																						
Economically Disadvantaged:	Yes	87	1101	13	34	52	1	53	87	1071	16	67	17	0	17	86	1086	17	49	34	0	34
	No	181	1108	6	30	63	1	64	182	1087	9	55	35	1	36	181	1098	10	40	49	0	49
English Language Learners:	Yes	10	1100	20	20	50	10	60	10	1091	10	50	40	0	40	10	1096	20	40	40	0	40
	No	258	1106	8	32	60	0	60	259	1082	11	59	29	1	29	257	1094	12	43	44	0	44
Formerly Limited English																						
Migrant																						
Homeless																						
Accommodations																						
Standard -- All		32	1102	9	34	53	3	56	31	1019	71	16	10	3	13	34	1064	62	18	21	0	21
Nonstandard -- All **																						
Standard -- ELL Only		< 10							< 10						< 10							
Nonstandard -- ELL Only **																						

* Value might not equal the exact sum of level 1 & level 2 due to rounding.
 ** Students not included in Number of Students Assessed.

Michigan Merit Examination



District Name: **SAMPLE DISTRICT XXXXXXXXXXXXXXXXXXXXXXXXXXXX 00073**
 District Code: **99999**



DISTRICT DEMOGRAPHIC REPORT

All Students

Grade 11
 Spring 2009



District	MME MATHEMATICS							MME SCIENCE							MME SOCIAL STUDIES						
	No. of Students Assessed	Mean Scale Score	Level 4	Level 3	Level 2	Level 1	Levels 1 & 2*	No. of Students Assessed	Mean Scale Score	Level 4	Level 3	Level 2	Level 1	Levels 1 & 2*	No. of Students Assessed	Mean Scale Score	Level 4	Level 3	Level 2	Level 1	Levels 1 & 2*
Total All Students	250	1092	28	24	45	2	47	251	1088	35	22	41	2	43	250	1095	22	44	34	0	34
Gender																					
Male	117	1090	27	24	45	3		117	1084	36	21	42	2	44	117	1095	20	44	36	0	36
Female	133	1094	29	25	44	2		134	1092	34	23	40	3	43	133	1094	23	44	32	0	32
Ethnicity																					
American Indian/Alaskan Native	19	1082	26	37	37	0	37	19	1074	47	21	32	0	32	19	1094	21	47	32	0	32
Asian/Pacific Islander	< 10							< 10							< 10						
Black, Not of Hispanic Origin	82	1086	39	32	27	2	29	82	1076	52	26	21	1	22	82	1091	32	50	18	0	18
Hispanic	< 10							< 10							< 10						
White, Not of Hispanic Origin	138	1097	23	18	57	2	59	139	1096	24	19	54	2	56	138	1097	15	43	42	0	42
Multiracial																					
Additional Reporting Groups																					
Economically Disadvantaged: Yes	79	1090	35	24	39	1	41	80	1080	46	11	41	1	43	78	1092	28	44	28	0	28
No	171	1093	25	25	47	3	50	171	1092	30	27	40	3	43	172	1095	19	45	37	0	37
English Language Learners: Yes	10	1095	20	40	40	0	40	10	1078	50	10	30	10	40	11	1093	36	27	36	0	36
No	240	1092	29	24	45	3	48	241	1089	34	22	41	2	43	239	1095	21	45	34	0	34
Formerly Limited English																					
Migrant																					
Homeless																					
Accommodations																					
Standard -- All	18	1060	39	17	39	6	44	19	1029	63	11	16	11	26	< 10						
Nonstandard -- All **															< 10						
Standard -- ELL Only	< 10							< 10							< 10						
Nonstandard -- ELL Only **															< 10						

* Value might not equal the exact sum of level 1 & level 2 due to rounding.
 ** Students not included in Number of Students Assessed.

SUMMARY REPORT

The Summary Report provides a comparative set of mean scale score information for the grade level by subject area and the percentage of students in the district or school (or for the entire state) at each performance level. A sample summary report is presented on the following two pages.

Section A identifies the title of the report, the student population included in the report, grade level, assessment cycle, district name and code, and school name and code.

Section B gives summary data for each subject area, including number of students assessed, mean scale score, mean scale score margin of error¹, percentage of students attaining each performance level, and percentage of students attaining the “Advanced” or “Proficient” performance level within each subject area.

Section C gives summary data for each high school content standard (or strand in social studies). The summary data reported includes the number of students assessed in each subject, the descriptor for each content standard assessed, the mean points earned, the number of points possible, and the percentage of students scoring in each raw score range.

¹ Scale score margin of error is equivalent to the Mean score ± 1 standard error of the mean. This is the likely range within which the true average scale score would fall for the students listed on this report.



DISTRICT SUMMARY REPORT
All Students



District Name: **SAMPLE DISTRICT XXXXXXXXXXXXXXXXXXXXXXXX 00073**
District Code: 99999

Grade 11
Spring 2009

MME READING

Year	* No. of Students Assessed	Scale Score		Performance Levels				
		Mean	** Margin of Error	4-Not Proficient	3-Partially Proficient	2-Proficient	1-Advanced	Levels 1 & 2
Scale Score Range		(950-1250)		(950-1077)	(1078-1099)	(1100-1157)	(1158-1250)	(1100-1250)
2009	268	1106	1104-1108	8%	32%	59%	1%	60%
2008	272	1103	1099-1107	14%	26%	60%	0%	60%
2007	313	1100	1097-1103	17%	29%	52%	1%	53%

MME MATHEMATICS

Year	* No. of Students Assessed	Scale Score		Performance Levels				
		Mean	** Margin of Error	4-Not Proficient	3-Partially Proficient	2-Proficient	1-Advanced	Levels 1 & 2
Scale Score Range		(950-1250)		(950-1088)	(1089-1099)	(1100-1127)	(1128-1250)	(1100-1250)
2009	250	1092	1090-1094	28%	24%	45%	2%	47%
2008	272	1089	1085-1093	41%	19%	34%	6%	40%
2007	313	1089	1086-1092	42%	20%	32%	6%	37%



MME WRITING

Year	* No. of Students Assessed	Scale Score		Performance Levels				
		Mean	** Margin of Error	4-Not Proficient	3-Partially Proficient	2-Proficient	1-Advanced	Levels 1 & 2
Scale Score Range		(950-1250)		(950-1050)	(1051-1099)	(1100-1145)	(1146-1250)	(1100-1250)
2009	269	1082	1080-1084	11%	59%	29%	1%	30%
2008	271	1089	1086-1092	9%	58%	33%	1%	34%
2007	309	1087	1084-1090	7%	61%	31%	1%	32%

MME SCIENCE

Year	* No. of Students Assessed	Scale Score		Performance Levels				
		Mean	** Margin of Error	4-Not Proficient	3-Partially Proficient	2-Proficient	1-Advanced	Levels 1 & 2
Scale Score Range		(950-1250)		(950-1086)	(1087-1099)	(1100-1142)	(1143-1250)	(1100-1250)
2009	251	1088	1085-1091	35%	22%	41%	2%	43%
2008	272	1097	1093-1101	28%	18%	51%	3%	54%
2007	312	1094	1090-1098	30%	21%	46%	3%	49%

MME TOTAL ENGLISH LANGUAGE ARTS

Year	* No. of Students Assessed	Scale Score		Performance Levels				
		Mean	** Margin of Error	4-Not Proficient	3-Partially Proficient	2-Proficient	1-Advanced	Levels 1 & 2
Scale Score Range		(950-1250)		(950-1064)	(1065-1099)	(1100-1151)	(1152-1250)	(1100-1250)
2009	267	1094	1092-1096	13%	43%	44%	0%	44%
2008	271	1097	1094-1100	11%	42%	47%	0%	47%
2007	309	1094	1091-1097	9%	45%	45%	1%	46%

MME SOCIAL STUDIES

Year	* No. of Students Assessed	Scale Score		Performance Levels				
		Mean	** Margin of Error	4-Not Proficient	3-Partially Proficient	2-Proficient	1-Advanced	Levels 1 & 2
Scale Score Range		(950-1250)		(950-1085)	(1086-1099)	(1100-1128)	(1129-1250)	(1100-1250)
2009	251	1094	1093-1095	22%	44%	34%	0%	34%
2008	272	1122	1119-1125	4%	13%	44%	38%	83%
2007	311	1122	1119-1125	7%	9%	44%	39%	83%

* Includes students who received valid scores.
** This is the likely range within which the true mean scale score would fall for the students listed on this report.

Due to rounding, percents might not total 100%.

Michigan Merit Examination



DISTRICT SUMMARY REPORT

All Students



District Name: **SAMPLE DISTRICT XXXXXXXXXXXXXXXXXXXXXXXXXXXX 00073**
 District Code: **99999**

**Grade 11
Spring 2009**

Subscore	No. of Students Assessed	Mean Points	Points Possible	Percent of Students Scoring in Each Raw Score Range												
				0	1-2	3-4	5-6	7-8	9-10	11-12	13-14	15-16	17-18	19-20	21-22	
MME Reading	268			0	1-2	3-4	5-6	7-8	9-10	11-12	13-14	15-16	17-18	19-20	21-22	
R2.1 Strategy Development		10.6	22	0	0	2	9	18	25	20	10	9	4	3	0	
R2.2 Meaning Beyond Literal		6.5	12	0	3	15	35	24	19	3						
R2.3 Independent Reading		7.9	10	0	1	4	12	41	41							
L3.1 Close Literature Reading		2.7	5	4	40	46	10									
MME Writing	269			0	1-3	4-6	7-9	10-12	13-15	16-18	19-21	22-24	25-27	28-30		
W1.1 Writing Process		14.8	30	0	0	4	12	23	18	18	12	6	5	1		
W1.3 Purpose and Audience		11.1	20	0	1	4	22	40	29	3	0					
ACT Writing*		7.2	12	0	3	27	65	5								
MME Mathematics	250			0	1	2	3	4	5	6	7-8	9-10	11-12	13-14	15-16	
L1 Reasoning about Numbers		3.8	7	0	1	13	26	30	20	8	2					
L2 Calculations, Algorithms		9.2	14	0	0	0	1	2	4	8	21	32	26	7		
L3 Math Reasoning, Logic & Proof		0.9	3	36	40	21	2									
A1 Expressions & Equations		4.7	10	2	6	16	15	11	12	11	23	5				
A2 Functions		3.0	6	2	11	21	30	21	12	3						
A3 Families of Functions		1.8	5	14	28	35	14	8	1							
G1 Figures & Properties		6.1	16	1	2	5	11	12	12	17	21	12	6	1	1	
G2 Relationships between Figures		0.8	2	37	49	14										
G3 Transformations of Figures		0.3	1	71	29											
S1 Univariate Data: Distributions		2.8	7	8	16	18	21	25	13	0	0					
S2 Bivariate Data: Relationships		0.7	1	26	74											
S4 Probability Models, Operations		0.4	1	65	35											
MME Science	251			0	1	2	3-4	5-6	7-8	9-10	11-12	13-14	15-16	17-18	19-20	21-22
R1 Inquiry & Reflection		10.8	22	0	0	1	3	14	16	16	16	12	10	6	4	1
E2 Earth Systems		1.0	2	30	44	25										
E3 The Solid Earth		1.1	2	14	60	26										
E4 The Fluid Earth		0.3	2	72	24	4										
E5 Earth in Space & Time		0.8	2	39	38	23										
B2 Organization of Living Systems		1.3	2	16	39	45										
B3 Living Systems & Environment		1.2	2	16	43	41										
B4 Genetics		1.3	2	18	32	49										
B5 Evolution & Biodiversity		1.1	2	22	45	33										
P2 Motion of Objects		0.9	2	32	47	20										
P3 Forces & Motion		1.0	2	27	51	22										
P4a Energy Part a		1.1	2	21	48	31										
P4b Energy Part b		0.7	2	41	47	12										
C23 Energy Transfer & Conservation		1.0	2	23	50	27										
C4 Properties of Matter		1.0	2	29	47	25										
C5 Changes in Matter		0.9	2	31	53	16										
MME Social Studies	251			0	1	2	3	4	5	6	7					
History		3.6	7	2	6	13	25	27	18	10	0					
Geography		3.8	7	0	7	15	22	23	20	9	4					
Civics		3.9	7	1	3	14	23	25	20	10	5					
Economics		4.2	7	4	4	7	18	20	24	18	6					
Inquiry		3.9	6	0	7	19	16	14	25	19						

* The ACT Writing score is included in the W1.3 Purpose and Audience subscore data.

Due to rounding, percents might not total 100%.

COMPREHENSIVE REPORT

The Comprehensive Report provides a comparative set of mean scale score information for the grade level for the entire district and for each school in the district (for a district report). For an ISD report, it provides the data for the ISD as a whole and for each district and public school academy in the ISD. It also includes the percentage of students in each school at each performance level. A sample *district* comprehensive report is provided on the following page.

Section A identifies the title of the report, the student population included in the report, grade level, assessment cycle, and district name and code.

Section B of a *district* comprehensive report provides a row of data for the district, and a row of data for each public school within the district. Each row includes the number of students assessed, the mean scale score and the percentage of students at each performance level along with the percentage of students who attained a performance level of Advanced or Proficient.

For an *ISD* comprehensive report, there is one row of data for the ISD, one row for each public school district in the ISD, and one row for each public school academy within the boundaries of the ISD.

Contact Information

High school administrators, teachers, and counselors should become familiar with the report layouts and information contained in this document. If you have questions after reviewing this Guide to Reports, or need additional information about MME administration procedures, content, scheduling, appropriate assessment or accommodations for students with disabilities or the English language learners (ELLs), please contact the Michigan Department of Education, Office of Educational Assessment and Accountability, using the contact information listed below:

Office of Educational Assessment and Accountability

Joseph Martineau, Director
Vincent Dean, Manager, Assessment
James Griffiths, Manager, Assessment Administration and Reporting
Patricia King, Department Specialist, MME Administration and Reporting
Emily Taylor, Department Analyst, Assessment Administration and Reporting
William Brown, Coordinator, Test Development
Rodger Epp, Science Consultant
Wendy Gould, ELA Consultant
Ruth Isaia, Social Studies Consultant
Kyle Ward, Mathematics Consultant
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