

Guide to Reports

Fall 2009



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Section 1— Introduction

This guide was developed to assist educators in understanding and using the Fall 2009 Michigan Educational Assessment Program (MEAP) results. Reports prepared for the MEAP include both individual-level (Individual Student Report, Parent Report, Class Roster, Student Label) and aggregate-level reports (Comprehensive Report, Demographic Report, Item Analysis Report, Summary Report).

Aggregate reports reflect the data needed to meet state and federal legislative requirements. In accordance with these mandates, separate aggregate results are provided for the following student populations: 1) all students, 2) students with disabilities, and 3) all except students with disabilities.

Reports included in district and school packets are listed in the table on page 6. 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 of the reports are provided in Section 3 of this guide. Schools must distribute MEAP Parent Reports to students' parents or guardians as soon as possible after printed reports arrive, if a copy of the report has not already been distributed.

Not all MEAP reports are provided in hard copy. Districts have two printing options available for MEAP reports: the full print option, or the "green" option. The green option provides schools with printed copies of the individual student report, parent report, and student labels only. The printing selection is made at the district level, and if no option was selected by the district, the green option was selected automatically.

Fall 2009 Highlights Writing

In Fall 2009, the MEAP writing test was lengthened to allow a more thorough assessment of students' writing skills. The new writing test is administered in grades 4 and 7 only. Writing scores are not reported for Fall 2009 because the new writing test was field tested this cycle. Operational writing scores will be reported for grades 4 and 7 beginning in Fall 2010.

Mathematics

Based on the need to incorporate the future mathematics core into the MEAP, while at the same time shortening the test to accommodate the one-day testing window for the mathematics test, the original core, extended, and future designations were reorganized using Focal Points. The Michigan Focal Points were adapted from the National Council of Teachers of Mathematics Focal Points (www.nctm.org/focalpoints). They identify those broad mathematical ideas that should be consid-

ered when planning instruction at each grade level. More information on Michigan's Focal Points can be found at www.michigan.gov/glce. Core grade level content expectations (GLCEs) which are directly linked to a Michigan Focal Point are now tested with two items on the MEAP. Extended core GLCEs which are not directly linked to a Focal Point, or are a subset of a core expectation, are now tested with a single item. GLCEs not directly linked to a Focal Point are reported under the title *Connections*.

The Fall 2009 mathematics test had matrixed operational items. This means that some operational items appeared only on certain forms of the test. The result of this matrix design is that mathematics had to be reported in two unique groups (Forms 1, 3, 5, 7 and Forms 2, 4, 6). The Item Analysis Report and the Class Roster reflect these groupings.

Item Descriptors

MEAP Item Descriptor documents are available for each grade level and each operational subject area assessed in Fall 2009. These documents can be accessed at www.michigan.gov/meap.

The 2009-2010 State of Michigan budget cuts required the Office of Educational Assessment and Accountability (OEAA) to examine available resources and adopt program changes to ensure the sustainability of Michigan's assessments and the essential services provided by the OEAA. The decision was made to discontinue the practice of releasing 50% of operational assessment items, beginning with the Fall 2009 MEAP. Released items have been replaced by item descriptors.

Item descriptors are available for 100% of operational test items from the Fall 2009 MEAP administration. They provide a general description of the item itself, an indication of which response was the correct response, a description of the distracters, and in most cases, a description of why each distracter was an incorrect response. The purpose of item descriptors is to provide educators with instructionally-relevant data about student performance on state assessments.

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.

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Fall 2009 MEAP Report Descriptors

Report	Description	Population	Distribution
Individual Student Report	Separated by content area, the ISR provides detailed information on individual student achievement, including scale score, performance level, earned points and points possible. Sorted by class/group code (if provided), and student name.	All Students	School
Student Label	Summarizes individual student achievement in each content area.	All Students	School
Parent Report	Summarizes individual student achievement in each content area, including earned points and points possible, percent correct, and performance level change information (if applicable).	All Students	1 copy to School (to be distributed to students' Parent/Guardian)
Class Roster	Separated by content area, the roster provides detailed information on student achievement, including scale score, performance level, earned points and points possible. Sorted by class/group code (if provided), and student name.	All Students	Class/Group School
Item Analysis Report	Separated by content area, the item analysis provides the primary GLCE measured by each test item, a brief description of the GLCE, the item descriptor number, and individual item statistics, including the percentage of students selecting each response.	All Students Students w/ Disabilities All Except Students w/ Disabilities	Class/Group School District State
Summary Report	Summarizes student achievement for all content areas, including mean scale score and performance level information, as well as year-to-year transitions. School Summary also provides student score distributions for each content area.	All Students Students w/ Disabilities All Except Students w/ Disabilities	School District ISD State
Demographic Report	Summarizes the total number of students assessed, mean scale score, and performance level information for each demographic subgroup containing at least 10 students.	All Students Students w/ Disabilities All Except Students w/ Disabilities	School District ISD State
Comprehensive Report	Summarizes the total number of students assessed, mean scale score, and performance level information for the district or ISD. The district report provides a summary for the district and each school within the district. The ISD report provides a summary for the ISD, followed by each public school district, and then each Public School Academy (PSA) within the ISD.	All Students	District ISD

Section 2: Scoring

Definitions

All of the processes employed to assess overall student performance begin at the item level. There are two types of items on the MEAP: Multiple Choice (MC) items and Constructed Response (CR) items. Item scores are used to create subscores for each content area and are used in the statistical models and transformations that result in scale scores.

Multiple Choice Item Scores

The majority of the MEAP is comprised of multiple choice 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). 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. Multiple choice items are scanned and scored by computer.

Constructed Response Item Scores

In Fall 2009, only the reading test contained an operational constructed response item. This operational item was a 3-point reading comprehension item. The rubric used to score each grade-level reading comprehension item contains language directly from the reading passage, such that publishing the rubric would compromise the reading passage itself. For this reason, the scoring rubric is not included in this guide; however, an item descriptor for each grade level is published in the Item Descriptor Booklets located on the MEAP website (www.michigan.gov/meap).

Constructed response items requiring extended written responses are evaluated by human scorers. The technique used to score the operational reading items is called holistic scoring; the most widely used scoring method for large-scale assessments. Guided by precise criteria, scorers review a response for an overall or 'whole' impression and assign a score. Extensive professional practice and research have refined and validated the critical steps that ensure consistency in scoring. Scorers are trained to evaluate writing, not writers. Scorers are trained to ignore extraneous factors such as neatness and to focus on the strengths of responses rather than the weaknesses. Due to the high-stakes nature of these large-scale assessments, the OEAA has taken every step possible to minimize scoring subjectivity.

Scale Scores

MEAP scale scores are created from statistical scoring models that make use of each student's responses to both the Multiple Choice (MC) and Constructed Response (CR) items. The purpose is to model students' overall achievement in each content area based on the Michigan Grade Level Content Expectations (GLCEs). MEAP 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, MEAP scale scores from the same grade and subject can be compared against each other regardless of the year or form of the MEAP the student took.

A simple Item Response Theory (IRT) model: the Rasch Partial Credit (1-parameter) model is used to determine the students' ability estimates. The use of this model results in a table for each subject area that describes 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 MEAP assessment. Some reports are reported by subscore (domain, focal point, or strand). Subscores are not equated from year to year, therefore, are less reliable than scale scores and provide only an approximate measure of student performance.

Performance Levels

MEAP scale scores within each subject area can be described in ranges. The labels applied to these ranges are known as performance levels. The MEAP 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*. Scale score and performance level range tables are located on the following pages.

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 grade and subject area, student achievement, as defined by the obtained performance level, can be reasonably compared across subjects within a grade. Such a comparison could be used to indicate whether students are meeting Michigan grade level content expectations in each subject.

**MEAP Score Categories and Scale Score Ranges
Fall 2009 — Grades 3-9**

Subject	Grade	Level 4	Level 3	Level 2	Level 1
		Not Proficient	Partially Proficient	Proficient	Advanced
Mathematics	3	207 - 278	279 - 299	300 - 326	327 - 425
	4	288 - 377	378 - 399	400 - 431	432 - 545
	5	360 - 476	477 - 499	500 - 526	527 - 674
	6	472 - 579	580 - 599	600 - 621	622 - 759
	7	576 - 675	676 - 699	700 - 721	722 - 869
	8	675 - 783	784 - 799	800 - 819	820 - 962
Reading	3	192 - 279	280 - 299	300 - 337	338 - 421
	4	287 - 372	373 - 399	400 - 442	443 - 529
	5	385 - 481	482 - 499	500 - 537	538 - 624
	6	483 - 579	580 - 599	600 - 637	638 - 726
	7	572 - 683	684 - 699	700 - 737	738 - 823
	8	690 - 779	780 - 799	800 - 833	834 - 918
Science	5	347 - 475	476 - 499	500 - 532	533 - 660
	8	659 - 780	781 - 799	800 - 831	832 - 961
Social Studies	6	481 - 586	587 - 599	600 - 618	619 - 723
	9	773 - 880	881 - 899	900 - 928	929 - 1035

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Ranges within MEAP Performance Levels

Because mathematics and reading are assessed each year in grades 3 through 8, it is possible to track changes in individual students' achievement from grade-to-grade. Tracking transitions between the four performance levels (Not Proficient, Partially Proficient, Proficient, and Advanced) can be made more precise by tracking changes within each performance level (for example, a transition from the low range of the Partially Proficient category to the high range of that same category). These small ranges are presented in the table below.

Subject	Grade	Ranges											
		Not Proficient			Partially Proficient			Proficient			Advanced		
		Low	Mid	High	Low	Mid	High	Low	Mid	High	Low	Mid	High
Math	3	207-239	240-259	260-278	279-285	286-292	293-299	300-308	309-317	318-326	327-344	345-368	369-425
	4	288-336	337-357	358-377	378-385	386-392	393-399	400-410	411-420	421-431	432-449	450-470	471-545
	5	360-429	430-454	455-476	477-484	485-492	493-499	500-508	509-517	518-526	527-545	546-569	570-674
	6	472-535	536-558	559-579	580-586	587-592	593-599	600-607	608-614	615-621	622-640	641-662	663-759
	7	576-632	633-654	655-675	676-683	684-691	692-699	700-707	708-714	715-721	722-739	740-761	762-869
	8	675-739	740-763	764-783	784-789	790-794	795-799	800-806	807-812	813-819	820-839	840-861	862-962
Reading	3	192-244	245-264	265-279	280-286	287-292	293-299	300-309	310-323	324-337	338-357	358-389	390-421
	4	287-336	337-357	358-372	373-385	386-392	393-399	400-410	411-424	425-442	443-462	463-490	491-529
	5	385-442	443-464	465-481	482-487	488-493	494-499	500-511	512-523	524-537	538-554	555-579	580-624
	6	483-535	536-563	564-579	580-586	587-593	594-599	600-610	611-621	622-637	638-655	656-684	685-726
	7	572-636	637-664	665-683	684-689	690-694	695-699	700-711	712-723	724-737	738-759	760-789	790-823
	8	690-739	740-763	764-779	780-786	787-793	794-799	800-809	810-820	821-833	834-849	850-874	875-918

MEAP Performance Level Change Table

For mathematics and reading, the four performance levels have each been divided into three ranges (low, mid, and high) to enable the more precise tracking of changes in student performance. The table below delineates the transitions a student can demonstrate on these MEAP subjects from year to year. On the left side of the table is the previous year’s MEAP achievement, divided into the various ranges of performance levels. Across the top of the table is the current year’s MEAP achievement. Each student’s change in performance can be described as fitting into one of these cells by looking at the combination of the performance in the previous grade and the current grade. *For example, a student who scored in the low Proficient range both last year and this year would fit within the cell "M", indicating the student is maintaining the performance level achieved in the previous year.*

Transition categories are: Significant Decline (SD), Decline (D), Maintaining (M), Improvement (I), or Significant Improvement (SI). These categories reflect whether students are changing their performance relative to increasing expectations.

Grade X MEAP Achievement		Grade X + 1 MEAP Achievement											
		Not Proficient			Partially Proficient			Proficient			Advanced		
		Low	Mid	High	Low	Mid	High	Low	Mid	High	Low	Mid	High
Not Proficient	Low	M	I	I	SI	SI	SI	SI	SI	SI	SI	SI	SI
	Mid	D	M	I	I	SI	SI	SI	SI	SI	SI	SI	SI
	High	D	D	M	I	I	SI	SI	SI	SI	SI	SI	SI
Partially Proficient	Low	SD	D	D	M	I	I	SI	SI	SI	SI	SI	SI
	Mid	SD	SD	D	D	M	I	I	SI	SI	SI	SI	SI
	High	SD	SD	SD	D	D	M	I	I	SI	SI	SI	SI
Proficient	Low	SD	SD	SD	SD	D	D	M	I	I	SI	SI	SI
	Mid	SD	SD	SD	SD	SD	D	D	M	I	I	SI	SI
	High	SD	SD	SD	SD	SD	SD	D	D	M	I	I	SI
Advanced	Low	SD	SD	SD	SD	SD	SD	SD	D	D	M	I	I
	Mid	SD	SD	SD	SD	SD	SD	SD	SD	D	D	M	I
	High	SD	SD	SD	SD	SD	SD	SD	SD	SD	D	D	M

Section 3: Reporting

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.

Data contained in these sample reports do not refer to any specific district, school, assessment item, or any specific student.

Individual Student Report (ISR)

The intent of the Individual Student Report (ISR) is to provide a detailed description of each student's performance in the MEAP subject areas assessed in that grade level. This report is designed to help educators identify a student's academic strengths and areas which may need improvement. Schools may include these reports in student record files.

Section A identifies the title of the report, the subject area, the grade level, and the assessment cycle. It also lists the name of the teacher (if provided using a Class/Group ID sheet when answer documents were returned for scoring), class/group code, and the names of the school and district the student was enrolled in at the time the assessment was administered.

Section B contains student identification and demographic information, as well as a summary of the student's performance in that subject area. The specific identification and demographic fields reported are:

- Student Name
- District Student ID
- Date of Birth
- Student UIC
- Gender
- Ethnicity
- English Language Learner
- Formerly LEP
- Special Education
- Accommodations Type

Section C provides detailed information on the individual student's performance on each assessment item. All items, except for field test items, are included. The number of points earned and the total number of points possible are reported. Fall 2009 Item Descriptor booklets can be found for each grade level and subject area on the MEAP website at www.michigan.gov/meap.

Section D (*not shown on following sample*) appears only in the ISR for reading. It provides constructed response data, including the number of points possible and the number of points earned by the student. Condition codes are reported if applicable. A student receiving a score of zero (0) will receive a condition code indicating why a zero was given. A description of the condition codes is provided in a legend on the lower left corner of the reading ISR.

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INDIVIDUAL STUDENT REPORT



A

Mathematics

Grade 06

Fall 2009

Teacher Name : **TeacherName**
 Class/Group : **9999**
 School Name : **SAMPLE SCHOOL**
 School Code : **99999**

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

Student Name: **Lnamexxxxxxx B xxxxxxxx, Fnamexxxxxxxxxxxxxxxxxxxxx**
 District Student ID: 09876543210987654321 Date of Birth: 01/01/1999 State UIC: 1234567890
 Gender: M Ethnicity: Black, not of Hispanic Origin
 English Language Learner: N Formerly LEP: N SpecEd: Y
 Accommodations: Mathematics-Standard

Summary of Mathematics Results

Subject	Score	2009 Achievement Performance Level*	2008 Achievement Performance Level*	2008 → 2009 Performance Level Change
Mathematics	612	2M-Proficient	3L-Partially Proficient	Significant Improvement

GLCE Code	FOCAL POINT or Abbreviated GLCE Descriptor	Earned / Possible Points	GLCE Code	FOCAL POINT or Abbreviated GLCE Descriptor	Earned / Possible Points
	DECIMAL, FRACTION OPERATIONS	3/9		CONNECTIONS	3/7
N.FL.05.14	Add and subtract fractions with unlike denominators	0/2	N.ME.05.08	Understand the relative magnitude base-10 system	1/1
N.FL.05.18	Write statements involving + and - of fractions	1/2	N.ME.05.11	Compare two fractions using common denominators	0/1
N.FL.05.20	Solve applied problems using fractions & decimals	2/2	N.ME.05.12	Multiply two unit fractions using area model	1/1
N.MR.05.19	Solve contextual problems involving +/- fractions	0/2	N.MR.05.13	Divide using fractions and whole numbers	0/1
N.MR.05.21	Solve for the unknown in equations with fractions	0/1	N.MR.05.22	Express fractions and decimals as percentages	1/1
	WHOLE-NUMBER DIVISION	8/19	M.PS.05.10	Solve volume problems of rectangular prisms	0/1
N.MR.05.01	Understand the meaning of division of whole numbers	0/2	D.RE.05.02	Construct line graphs from tables of data	0/1
N.MR.05.02	Know division of whole numbers in form $a = bq + r$	0/1			
N.MR.05.03	Write mathematical statements involving division	2/2			
N.FL.05.04	Multiply a multi-digit number by a two-digit number	0/2			
N.FL.05.05	Solve problems involving x and ? of whole numbers	2/2			
N.MR.05.07	Find prime factorization of #s, show exponentially	2/2			
N.MR.05.15	x a whole number by powers of 10, identify patterns	1/1			
M.UN.05.01	Know equivalence of 1 liter, 1000 ml and 1000 cc	0/1			
M.UN.05.02	Know the units of measure of volume	1/1			
M.UN.05.04	Convert measurements within a given system	0/2			
D.AN.05.03	Given set of data, find & interpret mean, mode	0/2			
D.AN.05.04	Solve multi-step problems involving means	0/1			
	PROPERTIES OF 2D SHAPES/ANGLES	10/17			
M.PS.05.05	Show relationships between areas of polygons	2/2			
M.TE.05.06	Know how to use the area formula of a triangle	1/2			
M.TE.05.07	Know how to use area formula for a parallelogram	1/2			
G.GS.05.02	Measure angles with a protractor and classify	1/2			
G.GS.05.04	Find unknown angles in problems	0/2			
G.GS.05.05	Know straight angle and angles surrounding a point	1/2			
G.GS.05.06	Know interior angles of a triangle & quadrilateral	1/2			
G.TR.05.01	Associate an angle with a certain amount of turning	1/1			
G.GS.05.07	Find unknowns using properties of triangles, quads.	2/2			

* L, M, and H indicate scores in the (L)ow, (M)iddle, or (H)igh ranges of the performance levels.

Student Label

A Student Label is provided for each student assessed during the Fall 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, Unique Identification Code (UIC), District Student ID (STU), if provided by the school during the Pre-ID process, date of birth, gender, ethnicity, and grade.

Section C contains the **Subject** areas assessed, the **Scale Score (SS)** received, the **Performance Level** the student attained in each subject area, and the **Performance Level Change** reported for the student.

Performance Levels

Level **1** – Advanced

Level **2** – Proficient

Level **3** – Partially Proficient

Level **4** – Not Proficient

Performance Level Change Ranges

SI – Significant Improvement

I - Improvement

M - Maintaining

D - Decline

SD - Significant Decline

LNAMEXXXXXXXXXX, FNAMEXXXX 99999 SAMPLE DISTRICT
 UIC#: 1234567890 **A** 99999 SAMPLE SCHOOL
 STU#: 09876543210987654321

DOB: 01/01/1999
 Gender: F **B**
 Ethnicity: 3
 Grade: 5
 Fall 2009

Subject	SS	Performance Level	Perf.Level Change
Mathematics	526	Proficient C	
Reading	550	Advanced	
Science	524	Proficient	
Social Studies			



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 MEAP. 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). *Please ensure that Parent Reports are distributed to parents or guardians as soon as possible after printed reports arrive at your school.*

Section A provides the title of the report, the assessment cycle, the grade the student was in when the assessment was administered, the name of the student, and the student's Unique Identification Code (UIC). It also lists the name of the school and the school district the student was enrolled in at the time the assessment was administered.

Section B consists of a brief introductory letter addressed to the parent or guardian of the student describing the purpose of the MEAP and summarizing information contained in the Parent Report.

Section C provides the student's scale score in each subject area assessed for the current year, the performance level obtained in mathematics and reading for the current and previous year, and an indication of the student's performance level change for those subjects. (Note: Grade 3 students will have "NA - Not Applicable" for the previous year's performance level.)

Section D describes how the student performed in each subject area. Each subject area is divided into subscore groupings: mathematics is divided into focal points, reading into domains, and science and social studies into strands. For each subject area, the total points earned versus the total points possible for each subscore grouping is displayed. The brief explanation for each subject area provides the performance level the student attained and the accompanying scale score, as well as information on how the student's performance relates to Michigan standards. For example, if a student received a Level 2 on the eighth grade mathematics assessment, that student is "Proficient" and has met grade level expectations for Michigan students.

NOTE: The MEAP results for individual students are most reliable and valid at the overall scale score level for each subject. These scale scores are reliably associated with a performance level. Parents can have confidence that the reported scale scores and performance levels provide accurate information for each subject. Student subscores (at the domain, focal point, or strand level) are less reliable measures than scale scores and performance levels because there are fewer items per subscore grouping. The subscore results provide only an approximate measure of the student's performance level. Parents should be

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

Section E provides information on students' performance level change from grade to grade in mathematics and reading.



Section F provides space for student's mailing address or address label.

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Parent Report

Grade 05
Fall 2009

District Name: **SAMPLE DISTRICT** **A**

District Code: **99999**

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

Report For:
FnameXXXXXXXXXXXXXXXXXXXX LnameXXXXXXXXXXXXXXXXXXXX

UIC: 1234567890

F

Dear Parent or Guardian:

During October 2009, schools administered the Michigan Educational Assessment Program (MEAP) assessments. The federal No Child Left Behind (NCLB) law requires all students in grades 3 through 8, including FnameXXXXXXXXXXXXXXXXXXXX, to take the reading and mathematics assessments. Students also had the opportunity to take science assessments in grades 5 and 8 and social studies in grades 6 and 9.

Within each performance level (Advanced, Proficient, Partially Proficient and Not Proficient), information has been included to encourage support for continued excellence and to provide support and intervention for students who did not achieve grade-level expectations. Please take a moment to review this information shown on the right-hand side of this page.

The MEAP assessments measure what a student should know and be able to do in each of the subject areas and grades assessed. MEAP specifically addresses content identified in the Michigan Curriculum Framework. Most schools have adopted similar curriculum standards. The results presented in this report provide a valid and reliable assessment of how well FnameXXXXXXXXXXXXXXXXXXXX performed overall in each subject area assessed.

We encourage you to discuss the MEAP results for FnameXXXXXXXXXXXXXXXXXXXX with teachers and other school professionals who have the benefit of knowing your student personally. Teachers are able to use the MEAP results, together with other tests and classroom performance information, to provide a more complete analysis and plan for your student's continued learning.

Parents and teachers have a greater opportunity to help students succeed when they work together to encourage student learning.

Sincerely,



Michael P. Flanagan
 Superintendent of Public Instruction
 State of Michigan

Performance Level Descriptors

Level 1: Advanced
 The student's performance exceeds grade level expectations 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 grade level expectations 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 grade level expectations 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 grade level expectations defined for Michigan students.

* Science/social studies are not measured in every grade, so year-to-year progress cannot be reported.

Writing scores are not reported for fall 2009.

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

MEAP assessments are made up of multiple-choice and essay items developed, edited and reviewed several times by Michigan educators to assure the accuracy and fairness of each item. This report contains "raw scores" on sub-content areas, showing the number of points that can be earned and the number of points actually earned by your student. An overall score is also given for each content area (mathematics, reading, science, and/or social studies). These overall scores are reported on a standard scale that remains stable across years. Finally, the standard score range is divided into performance levels indicating the degree to which students achieved Michigan standards.

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

Care must be taken in understanding the results of these assessments. Your student's scores reflect performance on a given day under standardized administration procedures. The overall scores on each subject are the most stable of your student's scores. Sub-scores (for domains or strands) within subject may vary more because fewer items are used to create those scores. We encourage parents to discuss these results with the teacher who can provide more information by using results from other assessments and classroom performance. The teacher is in the best position to provide guidance in designing appropriate instruction for your student.

Results for FnameXXXXXXXXXXXXXXXXXXXX

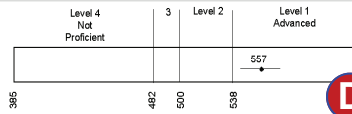
Subject	2009 Achievement Score	2009 Performance Level	2008 Achievement Score	2008 Performance Level *
Mathematics	543	1-Advanced		1-Advanced
Reading	557	1-Advanced		1-Advanced
Science	544	1-Advanced		*

C

MICHIGAN EDUCATIONAL ASSESSMENT PROGRAM

Reading

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



Reading Domains	Points		% Correct
	Earned	Possible	
Word Recognition & Word Study	1	1	100%
Narrative Text	9	10	90%
Informational Text	2	3	67%
Comprehension	17	19	90%

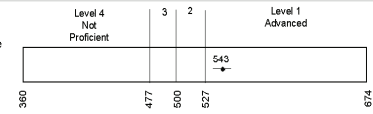
On the reading assessment the students were asked to read for understanding within and across texts and answer multiple-choice questions. All questions on the reading assessment are based upon the Michigan Department of Education English Language Arts Grade Level Content Expectations (GLCEs) for reading.

The table at the left shows the points earned by your student, the points possible within each of the parts of the reading test, and the percent correct.

A STUDENT AT THE ADVANCED LEVEL: Used knowledge about reading (genre, structure, text features, etc.) to accurately and insightfully construct meaning and synthesize and evaluate themes within and across texts. With instructional support, the student should continue to excel.

Mathematics and Science

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



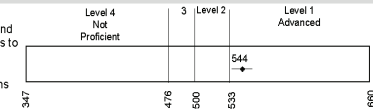
Mathematics Focal Points	Points		% Correct
	Earned	Possible	
Decimals and Fractions	11	19	58%
Whole-Number Multiplication	15	17	88%
Connections	11	16	69%

At the beginning of fifth grade, students are expected to count, read, write, and compare whole numbers up to 1,000,000. They can fluently add and subtract multi-digit numbers, multiply two-digit by three-digit numbers, divide by numbers 10 or less, and use these computations to solve applied problems. The students have developed their understanding of factors and multiples, can estimate sums, differences, and products, and can find the value of the unknown in simple equations. The students have a good understanding of fractional quantities, including decimal fractions, as both part of a whole and part of a set, can compare and order them, locate them on the number line, and find equivalent forms. The students are able to use common measurement tools with precision, can convert quantities within a measurement system (e.g., 2 ft. = 24 in.), and can find perimeters and areas of rectangles. The students understand and use basic properties of 2-D and 3-D shapes to solve problems, can solve problems comparing data presented in bar graphs and tables, and find medians.

The Mathematics Focal Points at the right show the points earned by your student, the points possible, and the percent correct.

A STUDENT AT THE ADVANCED LEVEL: Performed mathematical skills, understood concepts and solved complex, non-routine problems consistent with grade level expectations. With instructional support, the student should continue to excel.

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



Science Strands	Points		% Correct
	Earned	Possible	
Construct Scientific Knowledge	7	9	78%
Reflect: Scientific Knowledge	4	6	67%
Use Life Science Knowledge	10	12	83%
Use Physical Science Knowledge	6	12	50%
Use Earth Science Knowledge	12	12	100%

During the elementary school grades, students observe and explore the science of living things, the physical world around them, and the elements and processes that make up and affect Earth. Students begin to use inquiry skills to construct new scientific knowledge to make sense of their observable world. They use their senses to test predictions that answer questions. Students reflect on scientific knowledge to decide whether evidence supports decisions that may affect their lives.

The Science Strands at the right show the points earned by your student, the points possible, and the percent correct.

A STUDENT AT THE ADVANCED LEVEL: Designed investigations to explain real-world events and demonstrated deep connected knowledge of the life, Earth, and physical science concepts presented in the Michigan Science Curriculum Framework for elementary school. (See www.michigan.gov/science). With instructional support, the student should continue to excel.

Student's Performance Level Change

Mathematics	Reading
Last fall, FnameXXXXXXXXXXXXXXXXXX scored near the low end of the advanced performance level. This fall, FnameXXXXXXXXXXXXXXXXXX scored near the low end of the advanced performance level.	Last fall, FnameXXXXXXXXXXXXXXXXXX scored near the middle of the advanced performance level. This fall, FnameXXXXXXXXXXXXXXXXXX scored near the middle of the advanced performance level.

Note: Science/social studies are not measured in every grade, so year-to-year progress cannot be reported.

What is the margin of error (◆)?

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

Class Roster

The Class Roster provides summary score information for each subscore grouping (domain, focal point, or strand) and GLCE assessed within each subject area, as well as detailed information for each student assessed. This report may include multiple pages to report all subscore groupings and GLCEs (see two-page sample on the following pages). This report will be sorted by class/group code (if a Class/Group ID Sheet was returned to the scoring contractor or a class/group code was added during tested roster).

Section A identifies the title of the report, the grade level reported, the assessment cycle, and the subject area. The teacher name, class/group code, 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 scale score and performance level attained by the student for the current year are reported for all subjects. Previous year scale score and performance level, as well as the performance level change, are reported for mathematics and reading.

Section C provides the following information for each subscore grouping and GLCE, detailed by student:

- GLCE assessed
- Number of points possible
- Number of points earned by the student

Section D reports the number of students assessed within each class/group code and the mean score for each subscore grouping and GLCE.

MICHIGAN EDUCATIONAL ASSESSMENT PROGRAM



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

CLASS ROSTER Grade 09 Fall 2009 SOCIAL STUDIES



Teacher Name : **TeacherName**
Class/Group : **9999**
School Name : **SAMPLE SCHOOL**
School Code : **99999**

Strand Benchmark	Civics			Economics									
	C.5.m.01	C.5.m.02	Strand Total	E.1.m.01	E.1.m.02	E.1.m.03	E.2.m.03	E.3.m.02	E.4.m.02	E.4.m.03	E.4.m.04	E.5.m.03	Strand Total
(Continued)													
LnameXXXXXXXXXXXXXXXXXXXX, FnameXX UIC: 1234567890 DOB: 01/01/1999	0	1	4	0	0	1	0	0	0	0	0	1	2
LnameXXXXXXXXXXXXXXXXXXXX, FnameXX UIC: 1234567890 DOB: 01/01/1999	1	2	8	1	0	0	1	0	1	0	1	0	4
LnameXXXXXXXXXXXXXXXXXXXX, FnameXX UIC: 1234567890 DOB: 01/01/1999	1	1	4	0	0	0	1	1	0	1	0	0	3
LnameXXXXXXXXXXXXXXXXXXXX, FnameXX UIC: 1234567890 DOB: 01/01/1999	1	1	7	0	1	0	1	0	0	0	1	0	3
LnameXXXXXXXXXXXXXXXXXXXX, FnameXX UIC: 1234567890 DOB: 01/01/1999	0	0	2	0	1	0	1	1	1	1	0	0	5
LnameXXXXXXXXXXXXXXXXXXXX, FnameXX UIC: 1234567890 DOB: 01/01/1999	0	2	7	1	1	0	1	1	1	1	0	1	7
LnameXXXXXXXXXXXXXXXXXXXX, FnameXX UIC: 1234567890 DOB: 01/01/1999	0	0	4	0	1	0	1	1	1	1	1	0	6
LnameXXXXXXXXXXXXXXXXXXXX, FnameXX UIC: 1234567890 DOB: 01/01/1999	0	0	1	0	1	1	1	1	1	0	1	0	6
LnameXXXXXXXXXXXXXXXXXXXX, FnameXX UIC: 1234567890 DOB: 01/01/1999	0	1	3	0	0	1	0	0	1	0	1	0	3
LnameXXXXXXXXXXXXXXXXXXXX, FnameXX UIC: 1234567890 DOB: 01/01/1999	0	1	7	1	1	0	0	2	1	0	1	0	6
LnameXXXXXXXXXXXXXXXXXXXX, FnameXX UIC: 1234567890 DOB: 01/01/1999	1	2	7	1	1	0	0	1	0	1	1	0	5
LnameXXXXXXXXXXXXXXXXXXXX, FnameXX UIC: 1234567890 DOB: 01/01/1999	0	0	3	0	1	0	0	1	0	0	0	0	2
LnameXXXXXXXXXXXXXXXXXXXX, FnameXX UIC: 1234567890 DOB: 01/01/1999	0	1	1	0	0	0	0	1	0	0	1	0	2
No. of Students Assessed = 163													
Mean	0.5	1.0	4.9	0.5	0.7	0.3	0.5	0.9	0.7	0.4	0.6	0.2	4.9



* L, M, and H indicate scores in the (L)ow, (M)iddle, or (H)igh ranges of the performance levels.
Performance Level **Social Studies Scale Score Range** **Performance Level Change**
 1-Advanced (929 - 1035) SD - Significant Decline
 2-Proficient (900 - 928) D - Decline
 3-Partially Proficient (881 - 899) M - Maintaining
 4-Not Proficient (773 - 880) I - Improvement
 NM - No Matching Student SI - Significant Improvement
 NA - Not Applicable

** Student participated using a Braille or Emergency test form. Only scale score and performance level are reported here.
 Page 201 of 201 Fall 2009 Run Date: 02/12/2010 P08I8000100001

Item Analysis Report

The Item Analysis Report provides summary information for each multiple choice item and each constructed response item on the assessment, including the primary Michigan GLCE measured by each item. The summary information reports the percentage of students selecting each response. The Item Analysis Report is generated for three student populations:

- All Students
- Students with Disabilities (SWD)
- All Except Students with Disabilities (AESWD)

The aggregate data is reported by class/group, school, district, and state. This report may include multiple pages.

Section A identifies the title of the report, the student population included in the report, the grade level, the assessment cycle, and the subject area. The teacher name, class/group code, the school name and code, the district name and code, and the number of students assessed are also provided. Please note that students who participated using a Braille or Emergency test form are not included in this count.

Section B lists the Item Descriptor Number and the benchmark or GLCE being assessed for each multiple choice item. The Fall 2009 Item Descriptor booklets for each grade level and subject area are posted on the MEAP website at www.michigan.gov/meap.

Section C indicates the percentage of students selecting each response to the multiple choice questions in section B. A plus sign (+) denotes the correct response.

Section D (applies to reading only) lists the Item Descriptor Number, the GLCE being assessed, and the Mean Score for the constructed response item. The percentage of students achieving each score level are reported, as are the number of student responses that received each Condition Code.

The condition codes are reported at the individual student level on the Individual Student Report (ISR) for the Fall 2009 assessments.

Condition Codes provide a reason the student's response received a score of zero (0). The Fall 2009 Condition Codes are listed in the lower right corner of the reading Item Analysis Report. The codes are the following:

- A = Off topic
- B = Illegible or written in a language other than English
- C = Blank
- D = Insufficient to rate

Please note Item Analysis Reports for mathematics are split into two unique groups (Forms 1,3,5,7 and Forms 2,4,6). Please see page 4 of this guide for additional information about this change to mathematics reporting for Fall 2009.

Use of Item Analysis Results

Some assessment items may be particularly difficult or easy. Educators may consider how well their student groups did on an assessment item or subscore grouping in relation to the state results reported. State results provide a good comparison for how easy or difficult an assessment item was for all students.

Some GLCEs may be assessed by only a single item, while other GLCEs are assessed by multiple items. A larger number of assessment items provides more reliable results. This may make interpretation of item analysis reports more difficult.

Teachers may use the Item Analysis Report to pose a hypothesis about how a group of students performed within a GLCE or a subscore grouping (domain, focal point, or strand). This hypothesis should be further evaluated using classroom and other assessment information before making decisions to adjust curriculum or instruction.

MICHIGAN EDUCATIONAL ASSESSMENT PROGRAM



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

SCHOOL ITEM ANALYSIS REPORT

A

All Except Students with Disabilities

Grade 03
Fall 2009
READING



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

No. of Students Assessed = 58

MULTIPLE CHOICE								
STRAND Domain	Item Descriptor Number	GLCE Code	PERCENT RESPONDING					
			A %	B %	C %	Omit %	Multi %	
Reading								
Word Study	5	R.WS.02.11	17	47	33+		2	2
Word Study	11	R.WS.02.11	17	67+	16		0	0
Word Study	15	R.WS.02.11	69+	14	16		2	0
Word Study	26	WS.02.11	34+	48			5	0
Narrative Text	1	R.NT.02.02	79+	9			2	0
Narrative Text	3	R.NT.02.03	2	12	86+		0	0
Narrative Text	4	R.NT.02.03	69+	22	7		2	0
Narrative Text	6	R.NT.02.03	81+	3	10		5	0
Narrative Text	7	R.NT.02.03	21	12	66+		0	2
Narrative Text	12	R.NT.02.03	16	64+	17		3	0
Narrative Text	13	R.NT.02.03	31	9	60+		0	0
Narrative Text	14	R.NT.02.03	7	74+	12		7	0
Narrative Text	10	R.NT.02.04	50+	31	19		0	0
Informational Text	28	R.IT.02.03	53+	19	26		2	0
Comprehension	2	R.CM.02.02	62+	16	21		2	0
Comprehension	8	R.CM.02.02	12	47+	38		3	0
Comprehension	9	R.CM.02.02	10	84+	5		0	0

CONSTRUCTED RESPONSE										
Item Number	GLCE Code	Mean Score	Percent of Students at Each Score Based on 3-point Rubric				Number of Students Receiving Condition Codes			
			0	1	2	3	A	B	C	D
31	R.CM.02.02	1.4	16	41	34	9	0	0	0	9

MULTIPLE CHOICE								
STRAND Domain	Item Descriptor Number	GLCE Code	PERCENT RESPONDING					
			A %	B %	C %	Omit %	Multi %	
Comprehension	23	R.CM.02.02	88+	7	5		0	0
Comprehension	24	R.CM.02.02	47	24	29+		0	0
Comprehension	27	R.CM.02.02	57+	10	33		0	0
Comprehension	29	R.CM.02.02	24	36	40+		0	0
Comprehension	30	R.CM.02.02	17	71+	10		2	0
Comprehension	16	R.CM.02.03	52+	21	26		2	0
Comprehension	17	R.CM.02.03	66+	14	21		0	0
Comprehension	18	R.CM.02.03	16	64+	21		0	0
Comprehension	19	R.CM.02.03	19	43+	36		2	0
Comprehension	20	R.CM.02.03	43+	21	31		5	0
Comprehension	21	R.CM.02.03	7	19	72+		2	0
Comprehension	22	R.CM.02.03	9	41+	48		2	0
Comprehension	25	R.CM.02.03	7	28	66+		0	0

Condition Codes:

- A = Off topic
- B = Illegible or written in a language other than English
- C = Blank
- D = Insufficient to rate

Students who participated using a Braille or Emergency test form are not included in the Item Analysis Report.

+ = Correct Response

Due to rounding percents may not sum to 100%

This report is for school use only. It may contain data that could be used to identify individual student(s) results.

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Fall 2009 Run Date: 02/12/2010 P0818000100001

Summary Report

This multiple page report provides a comparative set of mean scale score information for each grade level, summarized by school, district, ISD, and state. The Summary Report is generated for three student populations:

- All Students
- Students with Disabilities (SWD)
- All Except Students with Disabilities (AESWD)

Section A identifies the title of the report, the level of aggregation (school, district, ISD, state), the student population reported, the grade level, the assessment cycle, and the subject area. School, district, and ISD names and codes are included.

Section B provides achievement summary data for multiple years for each subject area. The summary data reported includes the year, the number of students assessed, the mean scale score, scale score margin of error*, the percentage of students attaining each achievement level, and the percentage of students that achieved proficiency, meaning they attained either a Level 1 (Advanced) or Level 2 (Proficient) for that subject area. Four years of summary data are reported, with 2005 as the baseline year for the revised MEAP. In addition to subject area summaries, the ISD Summary Report will include Section B summary data for the current assessment cycle for each district and charter school within its boundaries.

Section C provides summary data on student performance level change compared to the previous administration of the MEAP. The summary data includes the current year and the previous year, the number and percentage of students matched across the two administrations, and the percentage of students in each sub-category of performance level change (e.g., Significant Decline, Decline, Maintaining, Improvement, and Significant Improvement) within each subject area.

Section D provides year-to-year transitions for students in grades 4-8 who were in the previous grade in Fall 2008, took the MEAP in both Fall 2008 and Fall 2009, and had a matching Unique Identification Code (UIC) for both Fall 2008 and Fall 2009. This data is currently provided for mathematics and reading. There is no progress table provided for science or social studies. The progress table provides the number and percentage of students matched between Fall 2009 and Fall 2008.

Section E provides summary data for each subscore grouping. The summary data reported includes the code and descriptor for each GLCE (mathematics and reading) or benchmark (science and social studies), the number of students assessed using that form, the mean points earned, the total number of points possible, and the percentage of students earning each point value.

MICHIGAN EDUCATIONAL ASSESSMENT PROGRAM



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

SCHOOL SUMMARY REPORT

All Students

A

Grade 06
Fall 2009



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

ACHIEVEMENT - SUMMARY

	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
READING	Scale Score Range		(483-726)		(483-579)	(580-599)	(600-637)	(638-726)	(600-726)
	2009	35	628	621-635	6%	3%	60%	31%	91%
	2008	38	621	612-630	3%	13%	63%	21%	84%
	2007	42	621	613-629	5%	14%	64%	17%	81%
	2005	45	621	614-628	4%	11%	62%	22%	84%

B

	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
MATHEMATICS	Scale Score Range		(472-759)		(472-579)	(580-599)	(600-621)	(622-759)	(600-759)
	2009	35	626	617-635	3%	9%	31%	57%	89%
	2008	38	609	600-618	11%	34%	26%	29%	55%
	2007	42	600	594-606	17%	33%	38%	12%	50%
	2005	45	605	599-611	9%	42%	27%	22%	49%

	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
SOCIAL STUDIES	Scale Score Range		(481-723)		(481-586)	(587-599)	(600-618)	(619-723)	(600-723)
	2009	35	618	610-627	11%	9%	29%	51%	80%
	2008	38	611	605-617	8%	18%	39%	34%	74%
	2007	42	611	603-619	12%	14%	48%	26%	74%
	2005	45	615	607-623	11%	18%	20%	51%	71%

FALL 2008 to FALL 2009 PERFORMANCE LEVEL CHANGE COUNTS (PERCENTS)

	Student Group	Performance Level Change Category				
		Significant Decline	Decline	Maintaining	Improvement	Significant Improvement
READING	Not Previously Proficient	0 (0%)	1 (25%)	1 (25%)	1 (25%)	1 (25%)
	Previously Proficient	3 (10%)	13 (43%)	6 (20%)	8 (27%)	0 (0%)
	All Students	3 (9%)	14 (41%)	7 (21%)	9 (26%)	1 (3%)

C

NOTE: 34 students (97%) were successfully matched from Fall 2008 to Fall 2009

	Student Group	Performance Level Change Category				
		Significant Decline	Decline	Maintaining	Improvement	Significant Improvement
MATHEMATICS	Not Previously Proficient	0 (0%)	1 (13%)	1 (13%)	5 (63%)	1 (13%)
	Previously Proficient	1 (4%)	9 (35%)	7 (27%)	8 (31%)	1 (4%)
	All Students	1 (3%)	10 (29%)	8 (24%)	13 (38%)	2 (6%)

NOTE: 34 students (97%) were successfully matched from Fall 2008 to Fall 2009

Due to rounding percents may not sum 100%.

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This report is for school use only. It may contain data that could be used to identify individual student(s) results.

Fall 2009 Run Date: 02/23/2010 P08K8M004

MICHIGAN EDUCATIONAL ASSESSMENT PROGRAM



SCHOOL SUMMARY REPORT All Students



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

**Grade 06
Fall 2009
Reading**

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

Fall 2008 to Fall 2009 MEAP Reading Transition Counts

Fall 2008 MEAP Performance Level		Fall 2009 Reading MEAP Performance Level											
		Not Proficient			Partially Proficient			Proficient			Advanced		
		Low	Mid	High	Low	Mid	High	Low	Mid	High	Low	Mid	High
Not Proficient	Low	0	0	0	0	0	0	0	0	0	0	0	0
	Mid	0	0	1	0	0	0	0	0	0	0	0	0
	High	0	1	0	0	0	0	0	0	0	0	0	0
Partially Proficient	Low	0	0	0	0	0	0	0	0	0	0	0	0
	Mid	0	0	0	0	0	0	0	0	0	0	0	0
	High	0	0	0	0	0	1	0	0	1	0	0	0
Proficient	Low	0	0	0	0	0	0	0	2	1	0	0	0
	Mid	0	0	0	0	0	0	0	1	1	0	0	0
	High	0	0	0	0	0	0	0	2	2	4	0	0
Advanced	Low	0	0	0	0	0	0	1	1	3	3	0	0
	Mid	0	0	0	0	0	0	0	0	4	1	0	0
	High	0	0	0	0	0	0	0	0	2	2	0	0

NOTE: 34 students (97.1%) were successfully matched from Fall 2008 to Fall 2009

Fall 2008 to Fall 2009 MEAP Reading Transition Percents

Fall 2008 MEAP Performance Level		Fall 2009 MEAP Reading Performance Level											
		Not Proficient			Partially Proficient			Proficient			Advanced		
		Low	Mid	High	Low	Mid	High	Low	Mid	High	Low	Mid	High
Not Proficient	Low	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
	Mid	0.0	0.0	2.9	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
	High	0.0	2.9	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Partially Proficient	Low	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
	Mid	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
	High	0.0	0.0	0.0	0.0	0.0	2.9	0.0	0.0	2.9	0.0	0.0	0.0
Proficient	Low	0.0	0.0	0.0	0.0	0.0	0.0	0.0	5.9	2.9	0.0	0.0	0.0
	Mid	0.0	0.0	0.0	0.0	0.0	0.0	0.0	2.9	2.9	0.0	0.0	0.0
	High	0.0	0.0	0.0	0.0	0.0	0.0	0.0	5.9	5.9	11.8	0.0	0.0
Advanced	Low	0.0	0.0	0.0	0.0	0.0	0.0	2.9	2.9	8.8	8.8	0.0	0.0
	Mid	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	11.8	2.9	0.0	0.0
	High	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	5.9	5.9	0.0	0.0

Fall 2008 to Fall 2009 MEAP Reading Transition Percents in Each Row

Fall 2008 MEAP Performance Level		Fall 2009 MEAP Reading Performance Level											
		Not Proficient			Partially Proficient			Proficient			Advanced		
		Low	Mid	High	Low	Mid	High	Low	Mid	High	Low	Mid	High
Not Proficient	Low	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
	Mid	0.0	0.0	100.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
	High	0.0	100.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Partially Proficient	Low	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
	Mid	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
	High	0.0	0.0	0.0	0.0	0.0	50.0	0.0	0.0	50.0	0.0	0.0	0.0
Proficient	Low	0.0	0.0	0.0	0.0	0.0	0.0	0.0	66.7	33.3	0.0	0.0	0.0
	Mid	0.0	0.0	0.0	0.0	0.0	0.0	0.0	50.0	50.0	0.0	0.0	0.0
	High	0.0	0.0	0.0	0.0	0.0	0.0	0.0	25.0	25.0	50.0	0.0	0.0
Advanced	Low	0.0	0.0	0.0	0.0	0.0	0.0	12.5	12.5	37.5	37.5	0.0	0.0
	Mid	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	80.0	20.0	0.0	0.0
	High	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	50.0	50.0	0.0	0.0

MICHIGAN EDUCATIONAL ASSESSMENT PROGRAM



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

SCHOOL SUMMARY REPORT All Students

Grade 06 Fall 2009 Mathematics Score Distribution Forms 1, 3, 5 and 7



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

GLCE Code	FOCAL POINT or Abbreviated GLCE Descriptor	No. of Students Assessed	Mean Points	Points Possible	% of Students Scoring		
					0	1	2
	Decimal, fraction operations	35	3.5	9			
N.MR.05.21	Solve for the unknown in equations with fractions	35	0.1	1	86	14	
N.FL.05.18	Write statements involving + and - of fractions	35	1.2	2	14	49	37
N.FL.05.14	Add and subtract fractions with unlike denominators	35	0.2	2	86	9	6
N.FL.05.20	Solve applied problems using fractions & decimals	35	1.5	2	3	49	49
N.MR.05.19	Solve contextual problems involving +/- fractions	35	0.5	2	63	26	11
	Whole-number division	35	12.9	19			
N.MR.05.01	Understand the meaning of division of whole numbers	35	1.6	2	9	23	69
N.MR.05.03	Write mathematical statements involving division	35	1.8	2	3	11	86
N.FL.05.04	Multiply a multi-digit number by a two-digit number	35	1.5	2	9	29	63
M.UN.05.04	Convert measurements within a given system	35	1.4	2	14	34	51
N.FL.05.05	Solve problems involving x and ? of whole numbers	35	1.9	2	3	9	89
N.MR.05.02	Know division of whole numbers in form $a = bq + r$	35	0.3	1	69	31	
N.MR.05.07	Find prime factorization of #s, show exponentially	35	0.8	2	34	54	11
N.MR.05.15	x a whole number by powers of 10, identify patterns	35	0.8	1	17	83	
D.AN.05.03	Given set of data, find & interpret mean, mode	35	1.2	2	14	49	37
M.UN.05.01	Know equivalence of 1 liter, 1000 ml and 1000 cc	35	0.5	1	46	54	
M.UN.05.02	Know the units of measure of volume	35	0.5	1	51	49	
D.AN.05.04	Solve multi-step problems involving means E	35	0.5	1	46	54	
	Properties of 2D shapes/angles	35	9.8	17			
G.GS.05.02	Measure angles with a protractor and classify	35	1.3	2	11	51	37
M.TE.05.07	Know how to use area formula for a parallelogram	35	1.3	2	17	37	46
G.GS.05.05	Know straight angle and angles surrounding a point	35	1.3	2	14	40	46
G.GS.05.07	Find unknowns using properties of triangles, quads.	35	1.3	2	17	40	43
M.PS.05.05	Show relationships between areas of polygons	35	1.2	2	17	49	34
M.TE.05.06	Know how to use the area formula of a triangle	35	1.1	2	29	29	43
G.GS.05.04	Find unknown angles in problems	35	1.1	2	17	60	23
G.GS.05.06	Know interior angles of a triangle & quadrilateral	35	0.6	2	49	40	11
G.TR.05.01	Associate an angle with a certain amount of turning	35	0.7	1	34	66	
	Connections	35	3.3	7			
N.ME.05.08	Understand the relative magnitude base-10 system	35	0.4	1	60	40	
N.ME.05.11	Compare two fractions using common denominators	35	0.2	1	80	20	
N.MR.05.13	Divide using fractions and whole numbers	35	0.3	1	71	29	
	Continued on Next Page						

Students who participated using a Braille or Emergency test form are not included in the Score Distribution.

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Due to rounding percents may not sum to 100%.

This report is for school use only. It may contain data that could be used to identify individual student(s) results.

Fall 2009 Run Date: 02/23/2010 P08K8M004

Demographic Report

The Demographic Report provides a summary breakdown of scores by demographic subgroup for each subject area assessed. 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 in the "Advanced" and "Proficient" performance levels (Levels 1 & 2) 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 aggregated by school, district, ISD, and state. The demographic subgroups are:

- Gender
- Ethnicity
- Economically Disadvantaged (ED)
- English Language Learner (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 (English Language Learners)
- Non-Standard Accommodations (English Language Learners)

Please note the following: 1) no summary scores are provided for subgroups containing less than ten students, and 2) students who have been enrolled in your district for less than one full academic year (LTFAY) at the time of the MEAP assessment administration are not reported as a subgroup on this report. Calculation of this data for AYP purposes will be determined based on enrollment data submitted via the Michigan Student Data System (MSDS).

MICHIGAN EDUCATIONAL ASSESSMENT PROGRAM

Section A identifies the title of the report, the level of aggregation (school, district, ISD, state), the student population included in the report, the grade level, and the assessment cycle. School, district, and ISD names and codes are included, as applicable.

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 in the “Advanced” and Proficient” performance levels (Levels 1 & 2) within each subject area.

MICHIGAN EDUCATIONAL ASSESSMENT PROGRAM



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

SCHOOL DEMOGRAPHIC REPORT

A

All Except Students with Disabilities

Grade 08
Fall 2009



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

School	READING							MATHEMATICS							SCIENCE										
	No. of Students Assessed	Mean Scale Score	Level 4	Level 3	Percent at Level 2		Level 1	Levels 1 & 2*	No. of Students Assessed	Mean Scale Score	Level 4	Level 3	Percent at Level 2		Level 1	Levels 1 & 2*	No. of Students Assessed	Mean Scale Score	Level 4	Level 3	Percent at Level 2		Level 1	Levels 1 & 2*	
Total All Except Students with Disabilities	101	811	3%	31%	54%		12%	66%	101	800	17%	40%	34%		10%	44%	101	802	8%	38%	45%		10%	54%	
Gender																									
Male	54	808	4%	39%	44%		13%	57%	54	800	15%	44%	33%		7%	41%	54	801	9%	43%	39%		9%	48%	
Female	47	814	2%	21%	66%		11%	77%	47	799	19%	34%	34%		13%	47%	47	804	6%	32%	51%		11%	62%	
Ethnicity																									
American Indian/Alaskan Native																									
Asian/Pacific Islander																									
Black, Not of Hispanic Origin	94	811	3%	32%	52%		13%	65%	94	799	17%	40%	33%		10%	43%	94	802	9%	37%	45%		10%	54%	
Hispanic	< 10								< 10								< 10								
White, Not of Hispanic Origin	< 10								< 10								< 10								
Multiracial																									
Additional Reporting Groups																									
Economically Disadvantaged:	Yes	84	808	4%	33%	55%		8%	63%	84	798	17%	40%	37%		6%	43%	84	800	7%	40%	49%		4%	52%
	No	17	827	0%	18%	53%		29%	82%	17	806	18%	35%	18%		29%	47%	17	815	12%	24%	24%		41%	65%
English Language Learners:	Yes																								
	No	101	811	3%	31%	54%		12%	66%	101	800	17%	40%	34%		10%	44%	101	802	8%	38%	45%		10%	54%
Formally Limited English																									
Migrant																									
Homeless																									
Accommodations																									
Standard -- All																									
Nonstandard -- All **																									
Standard -- ELL Only																									
Nonstandard -- ELL Only **																									

* Value may not equal the exact sum of level 1 & level 2 due to rounding.
** Results for these students are invalid and not reported.

Comprehensive Report Description

The Comprehensive Report provides mean scale score information for each grade level summary by subject area. The District Comprehensive Report lists data for the district, followed by each public school (including PSAs) within the district. The ISD Comprehensive Report provides the data for the ISD as a whole and for each district and PSA within the ISD.

Section A identifies the title of the report, the level of aggregation (District or ISD), the student population included in the report, the grade level and the assessment cycle. District and ISD names and codes are included as applicable.

Section B identifies the ISD, district, and schools as determined by the report aggregation (District or ISD).

Section C provides the number of students assessed, the mean scale score, the percentage of students attaining each proficiency level, and the percentage of students that met or exceeded grade level expectations for Michigan students within each subject area.

MICHIGAN EDUCATIONAL ASSESSMENT PROGRAM



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

DISTRICT COMPREHENSIVE REPORT

A

All Students

Grade 06

Fall 2009



District	READING							MATHEMATICS							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*
SAMPLE DISTRICT	727	624	3%	13%	57%	26%	83%	725	617	3%	21%	41%	35%	75%	724	613	11%	20%	32%	36%	69%
Sample School	245	617	4%	17%	65%	13%	79%	243	606	4%	32%	47%	17%	64%	243	603	17%	27%	37%	20%	56%
Sample School B	140	628	3%	11%	53%	34%	86%	140	613	4%	23%	46%	27%	74%	140	616	9%	18%	29%	44%	73%
Sample School	210	631	2%	8%	52%	38%	90%	210	629	1%	10%	35%	54%	89%	210	621	5%	13%	31%	50%	82%
Sample School	132	623	5%	17%	53%	25%	78%	132	621	6%	18%	33%	43%	76%	131	614	11%	21%	31%	37%	67%

Contact Information

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 MEAP administration procedures, content, scheduling, appropriate assessment of or accommodations for students with disabilities or 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

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Vincent Dean, Manager, Assessment

James Griffiths, Manager, Assessment Administration and Reporting

Emily Taylor, Interim MEAP Specialist, Assessment Administration and Reporting

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