

Student Survey

To obtain important input from students who took the new M-STEP online, a two-week student survey was launched on May 29, 2015 and closed June 12, 2015. The online survey was completed by 26,125 students in grades 3-8 and 11.

Survey questions focused on the value and usefulness of:

- Practice tools and test samples in preparing for the test
- Value of the clarity of test questions
- The Classroom Activity in preparing students for the Performance Task
- Effectiveness, value, and ease of use of test and computer tools
- Ease of using keyboard and logging on to the test
- Maneuverability within the test

Student survey participation tended to be higher among students in grades 3-6. This in part could have been due to the release of the survey during student testing in grades 3 and 6.

3rd grade: 19.4%	4th grade: 16.7%	5th grade: 17.5%	6th grade: 17.3%
7th grade: 10.5	8th grade: 12.4%	11th grade: 6.2%	

Key Findings

Practice Tools and Test Samples

- Nearly 90% of students said they used the tools and samples to practice the test at least once, with a majority practicing two or more times. Over twelve percent of students said they did not practice.
 - The lower the grade, the more times they practiced two or more times.
 - Two-thirds of 3-5 grade students practiced two or more times.
 - One-quarter of juniors practiced two or more times.
- Among the students who practiced, a majority thought the practice was helpful in preparing for the test. However, nearly a quarter did not think it helpful. This in part could have been due to: familiarity of older students with computer technology; and lack of student clarity, especially among older students, that the practice test items were designed to familiarize students with the online test system versus a reflection of actual or similar test questions.

- Younger students thought practicing prepared them the most. As student grade levels increased the perceived value decreased.

Direction Clarity

- A majority (nearly 90%) of students thought test directions were easy to understand “all” or “most” of the time, however, only about one-third thought they were easy to understand “all the time.”

Classroom Activity

- Most students (83.3%) thought the classroom activity helped prepare for the performance task.
 - Elementary students said the classroom activity prepared them for the performance task MORE THAN middle and high school students did.

Computer Tools

- Students reported the most helpful/used tools were: Highlighter, Cross Out, Scratch Paper, Review Screen, Sticky Note, and Flag for Review. However, all tools were not accessible to all grades.
 - The Magnifier tool was useful for elementary students, but less useful for high school students.
 - The Calculator tool was only available to students in grades 6-11. They rated this tool “very helpful.”
 - Least helpful/least used tools – Dictionary and Thesaurus.

Keyboard

- Over 90 percent of students found the keyboard and mouse “easy” or “somewhat easy” to use. Eight percent of students found the keyboard “somewhat hard” or “difficult” to use, six percent thought the mouse was “somewhat hard” or “difficult” to use.

Test Logon

- Over three-quarters of students found it “easy” or “somewhat” easy to log on the test, six percent found it “somewhat hard,” and four percent found it “difficult” to log on.

Maneuverability

- A vast majority of students found it easy to maneuver between and review pages. However, six to seven percent of students said it was “somewhat hard” or “difficult”.