

2009 Assessment and Accountability Conference

Michigan Educational Assessment Program (MEAP): Introduction, Reports and Common Errors

Fall 2009

Fall 2009 MEAP

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Fall 2009 MEAP

- Fall 2009 MEAP
 - Test Schedule
 - Updates
 - Test Administration
 - Common Errors
 - Reports

Fall 2009 MEAP

- Initial test dates
 - Schools may not administer tests prior to initial test date without OEAA approval
 - Administer entire test (or session of test) on date specified in schedule
 - Each multiple-part test scheduled for specific date may be administered in any order on the day of testing

Fall 2009 MEAP

- Elimination of “Make-up” test forms
 - Allow for more flexibility in schools
 - Students who are absent on the initial test date will use the same form of the test assigned to school
 - No specific make-up test form (e.g., Fall 2008 Form 11)

Fall 2009 MEAP

OCTOBER 2009				
Monday	Tuesday	Wednesday	Thursday	Friday
	13 Reading Session 1 only	14 <i>Make-up Reading Session 1 only</i>	15 Reading Session 2 only	
19 <i>Make-up Reading Session 1 or Session 2</i>	20 Math	21 <i>Make-up Reading Session 1 or Session 2, or Math</i>	22 Science, Social Studies, and Grades 4 & 7 Writing	
26 <i>Make-up any subject, as needed</i>	27 <i>Make-up any subject, as needed</i>	28 <i>Make-up any subject, as needed</i>	29 <i>Make-up any subject, as needed... but NO TESTING AFTER TODAY!</i>	30
NOV 2	NOV 3	NOV 4 LAST DAY TO SHIP	<i>Late fees and other penalties may be assessed if you ship after November 4.</i>	

Fall 2009 MEAP

- MEAP Return Schedule
 - On or before November 4th
 - No late fee
 - Results included in data files and in paper/PDF reports
 - Results valid for AYP and MI-SAS

Fall 2009 MEAP

- Penalties may be assessed on late return of materials
 - Between November 5th and 11th
 - \$250 late fee per school
 - Results in data file and paper/PDF reports
 - Results valid for AYP and MI-SAS

Fall 2009 MEAP

- Between November 12th and 18th
 - \$250 late fee per school
 - \$25 processing fee for EACH answer document scored
 - Results in data file and paper/PDF reports
 - Results valid for AYP and MI-SAS

Fall 2009 MEAP

- After November 18th
 - Answer documents not scored
 - No data files or paper/PDF reports
 - Results will not be considered for AYP and MI-SAS
 - All test materials must still be returned

Fall 2009 MEAP

- Early Returns
 - OEAA goal to have data file before December holidays
 - Tested Roster before Thanksgiving
 - Approximately 2.8 million answer documents scanned before Tested Roster

Fall 2009 MEAP

- Answer Documents
 - Pre printed answer documents
 - Students identified on OEAA Secure Site prior to July 31st preprinted on answer document
 - Student identified after July 31st preprinted barcode labels shipped separately
 - Students identified after September 17th school will have to produce labels for answer documents
 - Blank labels included in shipment

Fall 2009 MEAP

■ Answer Documents

- Separate shipments of answer documents and test booklets
- One answer document for each subject area/grade level (math, science and social studies)
 - Grades 4-8 Reading – Sessions 1 and 2 (Parts 1, 2, and 3)
 - Exception: Grade 3 Reading; 2 combined answer documents/test booklets
 - Reading Session 1 AD (Parts 1 and 2)
 - Reading Session 2 AD (Part 3)

Fall 2009 MEAP

■ Answer Documents

- All answer documents returned for scoring must have correct preprinted student information or barcode label affixed
- Schools will be charged a fee (\$10) when answer documents returned for scoring do not have the correct information in box 8
- Answer documents must be returned with blue Measurement Incorporated “scorable” label

Fall 2009 MEAP

- Emergency Tests

- Misadministration

- Contact OEAA (877-560-8378 or oeaa@michigan.gov)

- Examples of misadministration

- Not allowing students to complete the test

- Assisting students with answers

- Failing to keep test materials secure at any time

Fall 2009 MEAP

- Emergency or Resumed Testing
 - Due to student illness or parent/guardian removing student from school during testing
 - Student may take **entire** emergency test
OR
 - Student may resume testing where he or she left off
 - Decision should include parent/guardian
 - What is in the best interest of the student

Fall 2009 MEAP

■ Resumed Testing

– Four criteria ***must*** be met:

- Collect test materials and note where student left off
- Complete the online *Special Case Assessment Form* (www.michigan.gov/oeaa-secure)
- Test directions re-read
- One-on-one administration and student cannot return to previously administered portion

Fall 2009 MEAP

- Accommodations
 - Elimination of cassettes/VHS tapes
 - Blank answer document not included in accommodated kit due to preprinting
 - Accommodations Summary Table
 - SBE consideration in August
 - Revised/updated in effort to make it easier to understand; not a lot of changes

Fall 2009 MEAP

- Accommodated Versions
 - Braille Version
 - Unique Braille form in reading and math
 - Grade 3 unique Braille answer documents
 - No test booklet or answer document shipped in kit
 - Student answers *must* be transferred into scannable answer document with correct student information preprinted or affixed

Fall 2009 MEAP

– Enlarged Print

- No regular print test booklet in kit
- No answer document in kit
- Student answers must be transferred into scannable answer document with correct student information preprinted or barcode label affixed

Fall 2009 MEAP

- Multiple Day Testing
 - Any form of test may be used for students whose IEP or Section 504 Plan requires extended time and who takes a test over multiple days
 - Fill in *Multiple Day Testing* circle under Standard Accommodations on answer document
- Reader Scripts
 - Form 1 test booklet will be shipped with kit

Fall 2009 MEAP

- Multiple Test Forms
 - Embedded field test items
 - Seven forms in fall 2009
 - Most districts will have one form for all schools
 - Larger districts will have multiple forms, but only *one* form assigned to a school
 - Two column test layout where possible

Fall 2009 MEAP

- Reading (Grades 3 – 8)
 - Session 1: Initial Test Date - October 13
 - Part 1: 22 multiple choice items (60 minutes approximately)
 - Part 2: 8 multiple choice items, 1 short answer constructed-response item (40 minutes approximately)
 - Administered in one day

Fall 2009 MEAP

- Reading (Grades 3 – 8)
 - Session 2: Initial Test Date - October 15
 - Part 3: 22 multiple choice items, 2 short answer constructed-response items (70 minutes approximately)
 - Administered in one day
 - Short answer constructed-response items used to measure comprehension

Fall 2009 MEAP

- Writing (Grades 4 and 7 only)
 - Change approved by SBE in March 2009
 - Initial Test Date - October 22
 - Part 1: 8 multiple choice items (approximately 20 minutes)
 - Part 2: 1 constructed-response item (approximately 35 – 50 minutes)

Fall 2009 MEAP

- Writing (Grades 4 and 7 only)
 - Part 1: Test administrator must read directions aloud to students from the test booklet
 - Student Writing Samples *are not* be read aloud to students
 - Test administrators should have their own test booklet to read directions

Fall 2009 MEAP

- Writing (Grades 4 and 7 only)
 - Part 2: Test administrator must read directions, writing prompt, and checklist aloud to students from the test booklet
 - Test administrators should have their own test booklet to read from
 - Test administrators are not allowed to look at any other items in the test booklet

Fall 2009 MEAP

- Mathematics (Grades 3 – 8)
 - Initial Test Date – October 20
 - Entire test (Part 1 and 2) must be administered in one day
 - Parts can be administered in any order to facilitate calculator availability
 - Grade 3 all non-calculator
 - Grades 4 – 8 Part 1 is non-calculator
 - Part 2 – calculator permitted and is optional

Fall 2009 MEAP

■ Mathematics

- Estimated time for testing varies between grades (posted on MEAP web page)
- Constructed-response items eliminated
- No overlays produced for grades 5 and 7
- Core GLCEs assessed by 2 items
- Extended GLCEs assessed by 1 item
- No future core items in fall 2009

Fall 2009 MEAP

- Mathematics – Focal Points
 - Focal Points replace Strands
 - Focal Point/GLCE replaces Strand/GLCE
 - Focal Point/Topic/GLCE replaces Strand/Domain/GLCE
 - Michigan Focal Points document available at http://www.michigan.gov/mde/0,1607,7-140-28753_38684_28759---,00.html

Fall 2009 MEAP

- Science (Grades 5 & 8)
 - Initial Test Date – October 22
 - Entire test administered in one day
 - Constructed-response items have been eliminated
 - New K-7 science standards will be tested in fall of 2010
 - Both grades Part 1 and 2 approximately 50 minutes each

Fall 2009 MEAP

- Social Studies (Grades 6 & 9)
 - Initial Test Date – October 22
 - Administer entire test in one day
 - Constructed-response items eliminated
 - Parts 1 & 2 approximately 40 minutes each

Fall 2009 MEAP

■ Contractors

- Measurement Incorporated (MI) is the test administration and reporting contractor
- Pearson Educational Measurement (formerly Harcourt Assessment, Inc.) continuing as the test development contractor

Fall 2009 MEAP

■ Common Errors

– Answer Documents

- Ensure that students have their own pre-id answer document
- Cannot use different grade level answer document for same subject area test – litho code dictates scoring
- Return answer document in boxes with BLUE Scorable label affixed
- Make sure answer documents are NOT returned inside test booklets

Fall 2009 MEAP

■ Common Errors

– Accommodated Versions

- Braille and Enlarged Print – students' answers ***must*** be transferred into a regular scannable answer document with correct preprinted student information or barcode label affixed
- Return completed answer documents with other ***scorable*** materials from school

Fall 2009 MEAP

- Common Errors
 - Ignoring Tested Roster
 - Verify answer documents were received for every student tested
 - Resolve any student prohibited behavior issues

Fall 2009 MEAP Reports

- Types of Reports
 - Individual Student Data
 - Parent Report
 - Individual Student Report
 - Student Label
 - Class Roster
 - Student Data File

Fall 2009 MEAP Reports

- Aggregate Data
 - Item Analysis Report
 - Class, School, District, State level
 - Summary Report
 - School, District, State level
 - Demographic Report
 - School, District, State level
 - Comprehensive Report
 - District, ISD level

Fall 2009 MEAP Reports

- Performance level change for individual students:
 - Significant Improvement (SI)
 - Improvement (I)
 - Maintaining (M)
 - Decline (D)
 - Significant Decline (SD)

Fall 2009 MEAP Reports

■ Report Printing

– Print All Reports

- Class Item Analysis, Class Roster, Comprehensive Report, Demographic Report, Individual Student Report, Item Analysis Report, Parent Report, Summary Report, Student Labels

– **GREEN option**

- Individual Student Report, Parent Report, Student Labels
- All remaining reports available on OEAA Secure Site

Fall 2009 MEAP Reports

■ Report Printing

- Note: the *automatic default* is the **Green Option**. If district does not do anything to select a printing option, they will receive the reports printed with the **Green Option**
- Districts/schools will make this choice during tested roster

Fall 2009 MEAP Reports

- Parent Report

- Includes all subject area tests taken by the student
 - Performance Level descriptions
 - Scale scores
 - Current and previous year performance levels

Fall 2009 MEAP Reports

Subject	2008 Achievement		2007 Achievement
	Score	Performance Level	Performance Level *
Mathematics	576	4-Not Proficient	3-Partially Proficient
Social Studies	578	4-Not Proficient	*
Total ELA	586	3-Partially Proficient	3-Partially Proficient
Reading	590	3-Partially Proficient	3-Partially Proficient
Writing	577	4-Not Proficient	3-Partially Proficient

Fall 2009 MEAP Reports

- Parent Report – Inside
 - Explanations of student performance
 - Strand/domain/focal point information
 - Graphical representations
 - Student Performance Level Change Table (math, reading,)
 - No Total ELA

Fall 2009 MEAP Reports

■ Parent Report – Inside

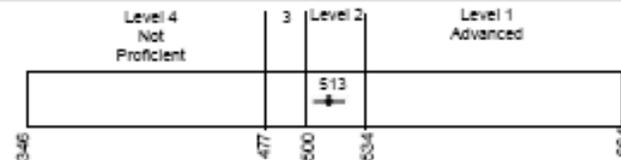
Science: Your student's science score is reported on the graph below.

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 PROFICIENT LEVEL:

Generated questions based on observation, followed investigative procedures and had the 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 maintain and improve proficiency.



Science Strands	Points Earned	Points Possible	% Correct
Constr. Knowledge	4	12	
Reflect Knowledge	4	7	
Life Science	7	10	
Physical Science	6	10	
Earth Science	7	12	

Student's Performance Level Change

Mathematics	Reading	Total ELA
Last fall, firstname scored near the middle of the proficient performance level. This fall, firstname scored near the low end of the proficient performance level.	Last fall, firstname scored near the high end of the proficient performance level. This fall, firstname scored near the middle of the proficient performance level.	Last fall, firstname scored near the middle of the proficient performance level. This fall, firstname scored near the low end of the proficient performance level.

Fall 2009 MEAP Reports

- Individual Student Report
 - Separate report by subject for each student
 - Student demographics
 - Scale scores
 - Performance levels – current and previous year
 - Performance level change
 - Sub-scores (e.g. focal points, domains, benchmarks)
 - Includes constructed response data



INDIVIDUAL STUDENT REPORT

English Language Arts, Initial Form



Grade 07
Fall 2008

Teacher Name : LASTNAME, FIRSTNAME
Class/Group : 0000
School Name : SAMPLE SCHOOL
School Code : 00000

District Name: SAMPLE DISTRICT
District Code: 00000

Student Name: LASTNAME, FIRSTNAME, MI

District Student ID: 123456 Date of Birth: MM/DD/YYYY State UIC: 1234567890
Gender: M Ethnicity: White, not of Hispanic Origin
English Language Learner: N Formerly LEP: N SpecEd: N
Accommodations: Reading-None; Writing-None

Summary of English Language Arts (ELA) Results

Subject	Score	2008 Achievement Performance Level*	2007 Achievement Performance Level*	2007 → 2008 Performance Level Change
Total Score	725	2M-Proficient	2M-Proficient	Maintaining
Reading	730	2H-Proficient	2H-Proficient	Maintaining
Writing	727	2-Proficient	2-Proficient	

STRAND or Code	DOMAIN or Abbreviated GLCE Descriptor	Released Item Information		
		Released Item Number and Response		Earned / Possible Points
READING				22/30
	WORD STUDY			1/1
R.WS.06.07	Use strategies to determine meaning	4 +		1/1
	NARRATIVE TEXT			3/4
R.NT.06.02	Analyze elements and style of narrative genres	9 +	11 +	2/2
R.NT.06.03	Analyze dialogue/plot/themes/climax/characters	13 +		1/1
R.NT.06.04	Analyze author's craft used to develop plot	14 D		0/1
	INFORMATIONAL TEXT			5/6
R.IT.06.01	Analyze elements/style of informational genre	17 C	18 +	19 +
R.IT.06.02	Analyze organizational patterns	2 +		1/1
R.IT.06.03	Explain how authors enhance understanding	1 +	8 +	2/2
	COMPREHENSION			13/19
R.CM.06.01	Connect understanding to world themes/perspectives	7 +		1/1
R.CM.06.02	Read/retell/summarize texts	3 +	5 +	20 A
R.CM.06.02	Read/retell/summarize texts	21 +	22 +	23 D
R.CM.06.03	State themes/truths/principles w/in/across texts	6 A	10 +	12 +
R.CM.06.03	State themes/truths/principles w/in/across texts	15 +	16 +	24 +
R.CM.06.03	State themes/truths/principles w/in/across texts	25 D	26 +	27 A
R.CM.06.03	State themes/truths/principles w/in/across texts	28 +	29 C	30 +

STRAND or Code	DOMAIN or Abbreviated GLCE Descriptor	Released Item Information		
		Released Item Number and Response		Earned / Possible Points
WRITING				17/23
	WRITING GENRES			3/6
W.GN.06.01	Produce writing w/ or ID genre characteristics	41 +	44 +	2/2
W.GN.06.02	Produce writing w/ or ID org. that supports ideas	45 1		1/4
	WRITING PROCESS			9/12
W.PR.06.01	Consider audience and purpose for writing	31 4	40 A	4/7
W.PR.06.03	Revise drafts for clarity, coherence and consistency	32 +	33 +	36 +
W.PR.06.03	Revise drafts for clarity, coherence and consistency	39 +		4/4
W.PR.06.04	Write to meet the needs of an audience	35 +		1/1
	PERSONAL STYLE			2/2
W.PS.06.01	ID/exhibit style/voice to enhance written message	37 +	38 +	2/2
	GRAMMAR AND USAGE			1/1
W.GR.06.01	Write with or ID correct grammar and usage	42 +		1/1
	SPELLING			2/2
W.SP.06.01	Spell frequently misspelled words correctly	34 +	43 +	2/2

Code	Constructed Response	Released Item Number	Earned / Possible Points	Comments or Condition Code
W.GN.06.02	Produce writing w/ or ID org. that supports ideas	45	1/4	
W.PR.06.01	Consider audience and purpose for writing	31	4/6	5

Response codes: + = Correct; A, B, C, D = Incorrect; M = Multiple Answers Chosen; blank = Student Omitted; 0, 1, 2, ... = CR Score

* L, M, and H indicate scores near the (L)ow, (M)iddle, or (H)igh end of the performance levels.
The writing test is not long enough to precisely categorize students' year-to-year progress.

Fall 2009 MEAP Reports

- Student Label
 - Student demographic information
 - All subject areas
 - Scale Scores, Performance Level and Performance Level change

Fall 2009 MEAP Reports

FIRST NAME, LAST NAME	00000 Sample District			
UIC# 1234567895	00000 Sample School			
STU# 000000				
DOB -MM/DD/YYYY	Subject	SS	Performance Level	Perf.Level Change
Gender - M	Mathematics	509	Proficient	M
Ethnicity - 3	Science	535	Advanced	
Grade - 5	Social Studies			
Fall 2008	ELA Reading	519	Proficient	D
meap TM	ELA Writing	518	Proficient	
	ELA Total	519	Proficient	D

Fall 2009 MEAP Reports

■ Class Roster

- Separate reports for each subject
- Sorted by Class/Group code, if provided by district
- One line for each student
- Includes overall and specific MEAP scores
 - Scale score
 - Performance levels – previous and current year
 - Sub-scores (e.g. focal points, strands, GLCEs)

Fall 2009 MEAP Reports

- Item Analysis Report
 - Lists the *released* item number
 - Focal Point/Benchmark/GLCE assessed
 - Item type (Math – Core or Extended)
 - Percent of students selecting each response
 - Provides summary information for each *released* multiple choice and constructed response item

District Name: SAMPLE DISTRICT
District Code: 00000

Grade 05
Fall 2008
SCIENCE
Initial Form

School Name: SAMPLE SCHOOL
School Code: 00000

No. of Students Assessed = 159

RELEASED MULTIPLE CHOICE									
STRAND Domain	Released Item Number	Benchmark Code	Item Type	PERCENT RESPONDING					
				A %	B %	C %	D %	Omit %	Multi %
Constr. Knowledge									
Constr. Knowledge	11	C.1.e.2	Core	60+	18	8	14	0	0
Constr. Knowledge	12	C.1.e.2	Core	7	14	3	76+	0	0
Constr. Knowledge	37	C.1.e.2	Core	27	13	52+	9	0	0
Constr. Knowledge	41	C.1.e.2	Core	7	13	48+	35	1	0
Constr. Knowledge	42	C.1.e.2	Core	52+	13	18	16	1	0
Constr. Knowledge	18	C.1.e.3	Core	21	14	55+	9	1	0
Constr. Knowledge	38	C.1.e.5	Core	2	75+	8	16	0	0
Constr. Knowledge	19	C.1.e.6	Core	3	92+	4	1	1	0
Constr. Knowledge	39	C.1.e.6	Core	8	14	3	75+	0	0
Reflect Knowledge									
Reflect Knowledge	13	R.1.e.1	Core	3	3	92+	3	0	0
Reflect Knowledge	20	R.1.e.1	Core	16	9	9	66+	1	0
Reflect Knowledge	36	R.1.e.3	Core	3	6	82+	8	0	0
Reflect Knowledge	16	R.1.e.4	Core	21	25	47+	8	0	0
Life Science									
Living Things	4	L.2.e.2	Core	1	77+	16	6	0	0
Living Things	44	L.2.e.3	Core	6	87+	4	2	1	1
Living Things	2	L.2.e.5	Core	11	4	5	79+	0	0
Living Things	14	L.2.e.5	Core	17	54+	11	18	0	0
Evolution	45	L.4.e.1	Core	4	10	82+	3	1	0
Evolution	5	L.4.e.2	Core	11	3	6	80+	1	0
Ecosystems	1	L.5.e.1	Core	2	88+	3	7	0	0
Ecosystems	3	L.5.e.4	Core	15	13	13	59+	0	0
Ecosystems	43	L.5.e.4	Core	11	14	8	65+	1	0
Ecosystems	47	L.5.e.4	Core	17	14	53+	15	1	0

RELEASED MULTIPLE CHOICE									
STRAND Domain	Released Item Number	Benchmark Code	Item Type	PERCENT RESPONDING					
				A %	B %	C %	D %	Omit %	Multi %
Physical Science									
Matter & Energy	9	P.1.e.1	Core	14	4	8	74+	1	0
Matter & Energy	6	P.1.e.2	Core	2	8	87+	3	0	0
Matter & Energy	31	P.1.e.2	Core	83+	6	8	3	0	0
Matter & Energy	7	P.1.e.3	Core	77+	9	13	1	0	0
Changes In Matter	8	P.2.e.2	Core	6	58+	27	9	0	0
Motion of Objects	32	P.3.e.3	Core	15	18	4	64+	0	0
Motion of Objects	33	P.3.e.3	Core	11	3	84+	3	0	0
Motion of Objects	10	P.3.e.5	Core	21	16	8	55+	1	0
Motion of Objects	34	P.3.e.5	Core	74+	11	10	4	0	0
Waves & Vibrations	35	P.4.e.4	Core	4	26	57+	13	0	0
Earth Science									
Geosphere	22	E.1.e.2	Core	14	7	16	63+	1	0
Geosphere	25	E.1.e.5	Core	79+	4	3	14	0	0
Geosphere	21	E.1.e.6	Core	8	64+	22	6	1	0
Hydrosphere	26	E.2.e.1	Core	4	4	80+	11	0	0
Hydrosphere	15	E.2.e.3	Core	8	8	7	77+	0	0
Atmosphere/Weather	27	E.3.e.2	Core	84+	6	8	3	0	0
Atmosphere/Weather	23	E.3.e.3	Core	3	9	3	85+	1	0
Atmosphere/Weather	30	E.3.e.3	Core	3	94+	3	1	0	0
Universe	24	E.4.e.1	Core	60+	30	4	6	1	0
Universe	29	E.4.e.1	Core	69+	14	9	8	0	0
Universe	28	E.4.e.2	Core	9	80+	4	7	0	0
Universe	46	E.4.e.2	Core	53+	16	7	23	1	0

RELEASED CONSTRUCTED RESPONSE									
Released Item Number	Benchmark 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
17	C.1.e.2	0.9	65	4	3	28	0	0	0
40	R.1.e.4	0.9	31	43	21	2	1	1	2

Fall 2009 MEAP Reports

- Summary Report
 - Includes all MEAP subjects aggregated to the school, district, and state levels
 - Four years of summary data on student performance
 - Mean scale scores
 - Performance levels
 - Three student categories reported
 - Performance level change

District Name: Sample District
District Code: 00000

Grade 06
MEAP Fall 2008

School Name: SAMPLE SCHOOL
School Code: 00000

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		(493-717)		(493-579)	(580-599)	(600-637)	(638-717)	(600-717)
	2008	203	609	598-620	15%	22%	42%	21%	63%
	2007	232	613	609-617	10%	19%	52%	18%	70%
	2006	181	609	605-613	14%	22%	48%	17%	64%
	2005	184	606	602-610	17%	20%	51%	12%	63%
WRITING	Scale Score Range		(561-664)		(561-570)	(571-599)	(600-643)	(644-664)	(600-664)
	2008	204	600	592-608	5%	44%	51%	0%	51%
	2007	231	607	604-610	6%	33%	61%	0%	61%
	2006	180	591	587-595	14%	33%	52%	1%	53%
	2005	184	597	593-601	8%	36%	54%	3%	57%
TOTAL ELA	Scale Score Range		(516-699)		(516-573)	(574-599)	(600-641)	(642-699)	(600-699)
	2008	202	606	602-610	7%	35%	50%	8%	58%
	2007	231	611	608-614	6%	26%	61%	8%	68%
	2006	177	603	599-607	10%	36%	51%	3%	54%
	2005	184	603	599-607	12%	32%	51%	5%	56%

Note: The writing assessment is not long enough to precisely categorize students' year-to-year progress.

	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		(472-752)		(472-579)	(580-599)	(600-621)	(622-752)	(600-752)
	2008	206	609	600-617	6%	33%	29%	32%	61%
	2007	238	607	603-611	13%	30%	33%	24%	57%
	2006	184	597	594-600	18%	36%	36%	11%	46%
	2005	186	597	594-600	23%	30%	36%	12%	47%

	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		(471-723)		(471-588)	(589-599)	(600-619)	(620-723)	(600-723)
	2008	206	601	593-609	31%	16%	28%	25%	53%
	2007	238	601	598-604	30%	18%	29%	23%	53%
	2006	187	601	598-604	26%	24%	31%	20%	51%
	2005	188	607	604-610	19%	18%	36%	28%	63%

FALL 2007 to FALL 2008 PERFORMANCE LEVEL CHANGE COUNTS (PERCENT)

	Student Group	Performance Level Change Category				
		Significant Decline	Decline	Maintaining	Improvement	Significant Improvement
READING	Not Previously Proficient	2 (5%)	8 (21%)	9 (24%)	10 (26%)	9 (24%)
	Previously Proficient	28 (21%)	51 (38%)	31 (23%)	21 (16%)	4 (3%)
	All Students	30 (17%)	59 (34%)	40 (23%)	31 (18%)	13 (8%)
	NOTE: 173 students (85%) were successfully matched from Fall 2007 to Fall 2008					

	Student Group	Performance Level Change Category				
		Significant Decline	Decline	Maintaining	Improvement	Significant Improvement
TOTAL ELA	Not Previously Proficient	0 (0%)	12 (25%)	10 (21%)	20 (42%)	6 (13%)
	Previously Proficient	9 (7%)	61 (49%)	26 (21%)	25 (20%)	3 (2%)
	All Students	9 (5%)	73 (42%)	36 (21%)	45 (26%)	9 (5%)
	NOTE: 172 students (85%) were successfully matched from Fall 2007 to Fall 2008					

	Student Group	Performance Level Change Category				
		Significant Decline	Decline	Maintaining	Improvement	Significant Improvement
MATHEMATICS	Not Previously Proficient	1 (1%)	9 (13%)	7 (10%)	29 (41%)	25 (35%)
	Previously Proficient	12 (11%)	31 (28%)	34 (31%)	26 (24%)	6 (6%)
	All Students	13 (7%)	40 (22%)	41 (23%)	55 (31%)	31 (17%)
	NOTE: 180 students (87%) were successfully matched from Fall 2007 to Fall 2008					

Fall 2009 MEAP Reports

- Summary Report
 - Year-to-Year Transitions
 - Reading (No Total ELA in fall 2009)
 - Mathematics
 - Mean scale scores
 - Performance levels
 - Score Distribution
 - All subject areas
 - Sub scores by Strand/GLCE/Focal Points

District Name: **SAMPLE DISTRICT**
District Code: **00000**

Grade **06**
MEAP Fall 2008
Reading

School Name: **SAMPLE SCHOOL**
School Code: **00000**

Fall 2007 to Fall 2008 MEAP Reading Transition Counts

Fall 2007 MEAP Performance Level		Fall 2008 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	0	0	1	0	0	0	0	0	0	0
	High	0	0	0	2	1	1	0	0	0	0	0	0
Partially Proficient	Low	0	0	0	0	0	0	2	0	0	0	0	0
	Mid	0	0	0	1	1	0	1	0	0	1	0	0
	High	0	0	0	0	0	1	0	1	0	0	0	0
Proficient	Low	0	0	0	0	0	1	3	8	1	0	1	0
	Mid	0	0	0	0	0	1	2	2	1	2	0	1
	High	0	0	0	0	1	1	4	3	8	2	3	0
Advanced	Low	0	0	0	1	0	0	0	5	3	4	2	2
	Mid	0	0	1	0	0	0	0	2	5	8	4	3
	High	0	0	0	0	0	0	0	0	1	2	7	1

NOTE: 108 students (94.8) were successfully matched from Fall 2007 to Fall 2008

Fall 2007 to Fall 2008 MEAP Reading Transition Percents

Fall 2007 MEAP Performance Level		Fall 2008 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	0.0	0.0	0.9	0.0	0.0	0.0	0.0	0.0	0.0	0.0
	High	0.0	0.0	0.0	1.8	0.9	0.9	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	1.8	0.0	0.0	0.0	0.0	0.0
	Mid	0.0	0.0	0.0	0.9	0.9	0.0	0.9	0.0	0.0	0.9	0.0	0.0
	High	0.0	0.0	0.0	0.0	0.0	0.9	0.0	0.9	0.0	0.0	0.0	0.0
Proficient	Low	0.0	0.0	0.0	0.0	0.0	0.9	2.8	7.3	0.9	0.0	0.9	0.0
	Mid	0.0	0.0	0.0	0.0	0.0	0.9	1.8	1.8	0.9	1.8	0.0	0.9
	High	0.0	0.0	0.0	0.0	0.9	0.9	3.7	2.8	7.3	1.8	2.8	0.0
Advanced	Low	0.0	0.0	0.0	0.9	0.0	0.0	0.0	4.6	2.8	3.7	1.8	1.8
	Mid	0.0	0.0	0.9	0.0	0.0	0.0	0.0	1.8	4.6	7.3	3.7	2.8
	High	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.9	1.8	6.4	0.9

Fall 2007 to Fall 2008 MEAP Reading Transition Percents in Each Row

Fall 2007 MEAP Performance Level		Fall 2008 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	0.0	0.0	100.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
	High	0.0	0.0	0.0	50.0	25.0	25.0	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	100.0	0.0	0.0	0.0	0.0	0.0
	Mid	0.0	0.0	0.0	25.0	25.0	0.0	25.0	0.0	0.0	25.0	0.0	0.0
	High	0.0	0.0	0.0	0.0	0.0	50.0	0.0	50.0	0.0	0.0	0.0	0.0
Proficient	Low	0.0	0.0	0.0	0.0	0.0	7.1	21.4	57.1	7.1	0.0	7.1	0.0
	Mid	0.0	0.0	0.0	0.0	0.0	11.1	22.2	22.2	11.1	22.2	0.0	11.1
	High	0.0	0.0	0.0	0.0	4.5	4.5	18.2	13.6	36.4	9.1	13.6	0.0
Advanced	Low	0.0	0.0	0.0	5.9	0.0	0.0	0.0	29.4	17.6	23.5	11.8	11.8
	Mid	0.0	0.0	4.3	0.0	0.0	0.0	0.0	8.7	21.7	34.8	17.4	13.0
	High	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	9.1	18.2	63.6	9.1

Fall 2009 MEAP Reports

- Comprehensive Report
 - Includes all subjects aggregated to district and ISD level
 - District level includes one summary line for district followed by one line for each school within the district
 - ISD level includes summary line for ISD followed by each public school district and Public School Academy within ISD

Fall 2009 MEAP Reports

- Demographic Report
 - Includes all subjects aggregated to the school, district, and state levels
 - Student performance summary data
 - Scale scores
 - Performance levels
 - Disaggregated by all NCLB reporting subgroups



SCHOOL DEMOGRAPHIC REPORT

All Students



Grade 04
Fall 2008

District Name: SAMPLE DISTRICT
District Code: 00000

School Name: SAMPLE SCHOOL
School Code: 00000

School	READING						WRITING						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	25	401	12%	32%	56%		56%	26	392		77%	23%		23%	25	398	17%	33%	48%		48%
Gender																					
Male	12	400	17%	33%	50%		50%	13	393		69%	31%		31%	12	398	17%	33%	50%		50%
Female	13	402	8%	31%	62%		62%	13	390		85%	15%		15%	13	398	8%	46%	46%		46%
Ethnicity																					
American Indian/Alaskan Native	< 10							< 10							< 10						
Asian/Pacific Islander																					
Black, Not of Hispanic Origin	12	405	17%	25%	58%		58%	12	394		75%	25%		25%	12	402	17%	25%	58%		58%
Hispanic	< 10							< 10							< 10						
White, Not of Hispanic Origin	< 10							< 10							< 10						
Multiracial																					
Additional Reporting Groups																					
Economically Disadvantaged: Yes	24	400	13%	33%	54%		54%	25	392		76%	24%		24%	24	397	13%	42%	46%		46%
Economically Disadvantaged: No	< 10							< 10							< 10						
English Language Learners: Yes	< 10							< 10							< 10						
English Language Learners: No	22	402	14%	27%	59%		59%	23	392		74%	26%		26%	22	399	14%	36%	50%		50%
Formally Limited English Proficient	< 10							< 10							< 10						
Migrant																					
Homeless																					
Accommodations																					
Standard -- All	< 10							< 10							< 10						
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.

< 10 = No summary scores provided if less than 10 students.

Fall 2009 MEAP Reports

- MEAP Reports
 - OEAA Secure Site
 - Student Test Scores – left hand menu
 - Select correct Test Cycle
 - Followed by Report Type, Grade, ISD, District, School

Fall 2009 MEAP Reports

- OEAA Secure Site
 - Guide to Reports
 - Released Items
 - Score Categories and Scale Score Ranges
 - Student Data File Format

Fall 2009 MEAP Reports

■ Student Data Files

- Use file to create reports as desired/needed by districts
- Comma delimited file (CSV) will open with Excel
- Information for any demographic group with fewer than 10 can be exported to useful tables
- Student level data can be filtered based on specific criteria

Fall 2009 MEAP

And Now Your Questions...

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