



Michigan Student Test of Educational Progress

Spring 2017 Michigan  
**M-STEP Guide to Reports**



Updated November 7, 2017

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### What's in this Guide?

This guide is intended to help educators understand and use the results from the Spring 2017 Michigan Student Test of Educational Progress (M-STEP). Reports available for the M-STEP include student level and aggregate level data reports.

Student level reports provide individual student level performance data. The Student Record Labels, Individual Student Report, Parent Report, Student Roster, and Student Overview reports all provide data at the individual student level.

Aggregate level reports provide performance data based on groups of students—groups by grade, by school, by district, ISD, and state. The aggregate level reports are the Comprehensive Report, Demographic Report, and Expectation Analysis Report. The Target Analysis Report provides aggregate level, assessment target data for ELA and mathematics.

A complete list of available reports is provided on page 4. Detailed descriptions of each report can be found in Section 5 of this guide.

Also included in this guide are the following sections:

- **Section 2** provides information on item types and how scores are reported
- **Section 3** describes performance level categories and ranges
- **Section 4** explains how to access reports
- **Section 5** provides detailed descriptions of each report
- **Section 6** includes additional resources, both for additional information regarding sources of assessment results as well as general information regarding statewide assessments. Users are encouraged to review these additional resources for further information on statewide assessment reporting

### Family Educational Rights and Privacy Act (FERPA)

Reports that provide student level data include federally protected student data. It is imperative that report users understand the sensitive and confidential nature of the data presented on M-STEP reports and comply with all [Family Educational Rights and Privacy Act](https://www2.ed.gov/policy/gen/guid/fpco/ferpa/index.html) (https://www2.ed.gov/policy/gen/guid/fpco/ferpa/index.html) regulations.

### Invalid Tests

Students who attempted an M-STEP content area test in Spring 2017, but did not receive a valid test score, are reported on the student level reports only. While the test score is not reported, the reason for the invalid test is provided. These students do not count toward accountability, but will negatively impact participation rates. Students who do not receive a valid score are not included on aggregated reports. Tests may be flagged as invalid for the following reasons:

- Student Prohibited Behavior
- Tested in incorrect grade (Out of Level)
- Did not meet “attemptedness” criteria
  - The student did not answer enough questions to calculate an overall scale score
- Non-standard accommodation administered
- Other misadministrations
  - Student not given correct test
  - Student not provided appropriate designated support or accommodation
  - Paper/Pencil test materials not returned according to schedule
  - See M-STEP Test Administration Manual for additional examples



## Report Descriptions

Report	Description	Aggregation	Distribution
Student Record Labels	Summarizes individual student achievement in each content area for inclusion in the student's Cumulative Student Record folder.	<ul style="list-style-type: none"> <li>• Individual Student</li> </ul>	<ul style="list-style-type: none"> <li>• Paper</li> </ul>
Individual Student Report (ISR)	Separated by content area, the ISR provides detailed information on individual student achievement, including overall scale score, performance level, student growth percentile, and summarized claim or discipline data.	<ul style="list-style-type: none"> <li>• Individual Student</li> </ul>	<ul style="list-style-type: none"> <li>• Online</li> </ul>
Parent Report	Summarizes individual student achievement in each content area, including overall scale score, performance level, and summarized claim or discipline data.	<ul style="list-style-type: none"> <li>• Individual Student</li> </ul>	<ul style="list-style-type: none"> <li>• Paper</li> <li>• Online</li> </ul>
Student Roster	Separated by content area, the roster provides detailed information on student achievement, for groups of students, including overall scale score, performance level, and summarized claim or discipline data.	<ul style="list-style-type: none"> <li>• Individual Student</li> </ul>	<ul style="list-style-type: none"> <li>• Online</li> </ul>
Student Overview	Summarizes student achievement for all content areas, including scale score, performance level information, and student growth percentile.	<ul style="list-style-type: none"> <li>• Individual Student</li> </ul>	<ul style="list-style-type: none"> <li>• Online</li> </ul>
Expectation Analysis Report	Provides the percentage of points earned by grade and content area expectation in each discipline and the number of students scoring in each of four quartiles. This report is available for Science and Social Studies only and is intended to provide an overview of performance by content expectation.	<ul style="list-style-type: none"> <li>• School</li> <li>• District</li> <li>• State</li> </ul>	<ul style="list-style-type: none"> <li>• Online</li> </ul>
Demographic Report	Provides a comparison of students by grade and content, aggregated across selected demographic groups, showing mean scale scores and percentages of students in each performance level.	<ul style="list-style-type: none"> <li>• School</li> <li>• District</li> <li>• ISD</li> <li>• State</li> </ul>	<ul style="list-style-type: none"> <li>• Online</li> </ul>
Comprehensive Report	Provides a comparison of students by grade and content by schools within a district or districts within an ISD. Mean scale scores and percentages of students in each performance level are reported.	<ul style="list-style-type: none"> <li>• District</li> <li>• ISD</li> </ul>	<ul style="list-style-type: none"> <li>• Online</li> </ul>
Target Analysis Report	For groups of students, identifies assessment targets that are relative strengths or weaknesses as compared to overall performance on an ELA or Mathematics assessment.	<ul style="list-style-type: none"> <li>• School</li> <li>• District</li> <li>• ISD</li> <li>• State</li> </ul>	<ul style="list-style-type: none"> <li>• Online</li> </ul>

## Section 2: Scoring

### Scoring by Item Type

All of the processes employed to assess overall student performance begin at the item level. There are three types of items on the M-STEP: Multiple Choice (MC) items, Constructed Response (CR) items, and Technology Enhanced (TE) items. Item scores are used in the statistical models and transformations that result in scale scores.

#### **Multiple Choice Item Scores**

In Spring 2017, all content area assessments - ELA, mathematics, science, and social studies - included multiple choice items. When responding to multiple choice 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 the MC 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 MC items (e.g. 1,0,0,0,1,...,1) serves as input for the statistical models used to derive scale scores. MC items are scanned and scored by computer.

#### **Constructed Response Item Scores**

In Spring 2017, the ELA and Math tests included operational Constructed Response (CR) items. ELA Grades 3, 4, 6, and 7 contained 2-point Claim 2 (writing) items in the CAT. ELA Grades 5 and 8 contained 2-point Claim 4 (research) items and a 6-point Written Extended Response (WER) Claim 2 (writing) item in the Performance Task (described below). The modes for the WER items were narrative, explanatory/informational, and opinion/argumentative. In mathematics, the maximum points for CR items ranged from one (1) to three (3) points.

CR items requiring typed or written answers are evaluated by human scorers. Guided by precise criteria, scorers review a response for

accuracy and completeness and assign points based on how well the requirements of the prompt are fulfilled according to a scoring rubric for the specific item. Extensive professional practice and research have refined and validated the critical steps that ensure consistency in scoring. Scorers are trained to ignore extraneous factors such as neatness and to focus on the comprehension demonstrated in the response.

Automated Scoring (AI) is also used for a portion of MDE selected items in both ELA and Mathematics. The first year an item is AI scored, it receives a 20% read-behind—meaning a human scorer also reads and scores the item—and the correlation between these two scores is examined to ensure accuracy of AI scoring. In subsequent years, AI scored items receive a 10% read-behind. Due to the high-stakes nature of these large-scale assessments, the MDE has taken every step possible to minimize scoring subjectivity, and maximize scoring objectivity.

#### **Technology Enhanced Item Scores**

Technology Enhanced (TE) items are computer-delivered test questions which include specialized interactions that allow students to respond to tasks that go beyond what can be covered in traditional MC and CR items. TE items require students to produce information, as opposed to simply selecting a choice from answer options. The scoring for most TE items is automated similar to MC items, eliminating the need for human scorers in the majority of cases. TE item types include the following:

**Drag and Drop**—students can drag pictures or words into boxes or “drop zones” to indicate an answer.

**Choice Interaction**—similar to a multiple-choice items, but the item can have more than four options, and any number of the options can be correct or incorrect.



**Hotspot (Count or Selection)**—graphics are selectable; for Count, students can choose a particular number of hotspots to show their answer; for Selection, students select a specific hotspot to choose their answer.

**Matching Interaction**—an interaction grid that allows the students to select areas of matching between an option in the row with an option in the column.

**Keypad Input**—a math item type that contains an embedded keyboard for math functions that can be used to answer the question.

**Evidence Based Selected Response**—an item consisting of two parts. Each part is multiple choice or hot text paragraph with answers embedded in the paragraph.

**Hot Text Highlight (Line and Paragraph)**—text is selectable, and once selected, will highlight for the students; for Line, the students can select one or more lines of text to answer the question; Hot text paragraph involves answers embedded within a paragraph(s). Students select word(s), phrase(s), sentence(s), and/or paragraph(s) according to the instructions in the stem or question.

**Order**—a list of items or sentences that can be arranged by the students in the correct order.

### ***Performance Tasks***

Performance tasks are extended activities that measure knowledge and skills across multiple standards using real-world tasks. The performance tasks require students to demonstrate analytical, organizational, and research skills to complete the tasks. The students are provided with a stimulus or source material that is linked to a set of test items.

Students in all grades, 3-8, receive a performance task in mathematics. In ELA, only students in grades 5 and 8 are assessed with a

performance task. Each math performance task set contains 5-6 test items, and ELA performance tasks contain 3-4 test items. The students must interact with the stimulus or source material in order to answer the items in the set. Item types for ELA in the performance tasks include CR (including the 6-point Writing Extended Response items), and TE items. Math performance tasks include CR and TE items.

For math, some of the test items in the performance tasks have dependency to each other, meaning that the answer a student provides for one test question would affect the correct response needed for an associated test question.

### ***Differences between Online and Paper/Pencil Items***

The MC and CR items appear the same in both the online testing environment and the paper/pencil print forms. Due to the computer interactions involved in the TE items, the paper/pencil print forms feature variations of the TE items called companion items that test the same concepts and skills as the corresponding TE items. The variations are modified for use in a print form.

The print variations of the TE items are created in various ways. In some cases, gridded response boxes are used to allow students to synthesize an answer while still allowing for automated scoring. In other cases, students are asked to write short answers in their answer documents. Some TE items are converted to multiple-select items (similar to Choice Interaction but with more than four options and possibly more than one correct answer) or table interactions (where the students fill in portions of a table to complete the question). In all cases the companion items maintain the same point values as their TE counterparts.

## How Scores are Reported

### Scale Scores

Students receive an overall scale score in each content area for which a valid test was returned. Scale scores are the basic unit of reporting. A scaled score is calculated from a total number of obtained score points that is statistically adjusted and converted into a consistent, standardized scale that permits direct and fair comparisons of scores from different forms of a test either within the same administration year or across years (Tan & Michel, 2011). Established psychometric procedures are used to ensure that a given scale score represents the same level of performance regardless of the test form. Scale scores are especially suitable for comparing the performance of different groups of students in the same grade from year to year and for maintaining the same performance standard across the years. While scale scores are comparable across tests in a given content area within the same grade, they are not comparable across content areas or grades. Each overall scale score is indicated by a single number. An error band is noted for each scale score. The error band indicates the range of scores that the student would be likely to achieve if he or she were to take the test multiple times.<sup>1</sup>

### Assessment Claims

Claims are broad statements about what students should know and be able to do in ELA and mathematics. Claim performance indicators show student performance within each claim. The Claim performance graph provides a visual representation of student performance relative to the range of possible performance within each claim.

- △ The blue bar and upward facing triangle indicates the student is making adequate progress
- The yellow bar and circle indicates attention may be indicated
- ▽ The orange bar and downward facing triangle indicates the student is most at risk of falling behind at risk of falling behind

A complete test is required in order to calculate the claim performance indicators. If an online test was automatically force-completed, that is the test was in-progress when the test window closed, no claim score or claim performance indicator or graph is reported.

### Claim Performance Indicator Clarification

It is possible for a student who scored at the “Advanced” proficiency level to also receive a claim indicator that states “Attention may be indicated” in one or more of the claims in the content area.

This occurs because the claim performance indicator scoring is based on a different scoring scale:

- Claim performance indicators show student performance within a single claim
- Overall proficiency levels show student performance within the entire content area.

Claim performance indicators are reported in three categories— versus four proficiency levels reported for overall content. The claim performance indicators are based on items within the claims - resulting in fewer items per claim than the overall content area proficiency level. With fewer items in each claim, claims cannot be reported with the same level of specificity as a performance level. Claim performance indicator graphs are included in the 2017 reports to provide a visual representation of student performance relative to the range of possible performance within each claim. Claim performance indicators differ by claim within content area and are not comparable across content areas or grades.

When a student has a claim performance indicator of “Attention may be indicated”, schools should use local assessment data to build a better understanding of the student’s mastery of the content within the claim. This use of local data will assist teachers and school staff with gaining a deeper understanding of what the student knows and is able to do in relation to Michigan’s Academic Standards.

<sup>1</sup> The [Connecticut Smarter Balanced Assessments Interpretive Guide](#)



## **Student Growth Percentiles**

Student Growth Percentiles (SGPs) will appear on the Individual Student Report, Student Overview, and in the school data files accessed through the Secure Site.

Student growth percentiles represent one powerful way to understand growth. Values for SGPs in Michigan range from 1-99, and can be interpreted in similar ways to other forms of percentiles. Scores close to 50 represent average growth. Higher SGPs indicate higher growth, while lower SGPs indicate lower growth. These percentiles are relative to students in Michigan, who had comparable achievement scores on prior state-level tests. Because of this, only students who received valid scores on the most recent state assessment in a content area and have a valid score on this year's test will receive SGPs. It also follows that SGPs will not be available for students who take M-STEP tests in fourth grade science, fifth grade social studies, and third grade ELA or mathematics.

The addition of SGPs to Individual Student Reports, Student Overview Reports, and data files can add important context to understand the growth of individual students and growth patterns within groupings of students. When combined with achievement scores and proficiency categories, SGPs can help educators understand how student achievement scores compare to their peers in the state who had comparable prior test scores. SGPs will be added to reports after the initial release of reports due to the additional time required to calculate. Visit the MDE Accountability website for more information about [Student Growth Percentiles](http://www.michigan.gov/mde/0,4615,7-140-22709_59490-298094--,00.html) ([http://www.michigan.gov/mde/0,4615,7-140-22709\\_59490-298094--,00.html](http://www.michigan.gov/mde/0,4615,7-140-22709_59490-298094--,00.html)).

**Note:** In Spring 2017, grade 7 Science reports, and grade 8 and 11 Social Studies reports do not include SGPs because they do not have a prior state assessment score:

- 7th grade Science: students did not take the grade 4 M-STEP Science test. When the Science test was moved from 5th grade MEAP to 4th grade M-STEP, these students were in the cohort of students who were in 4th grade for the final year of the 5th grade Science test and in 5th grade for the first year of the 4th grade Science test.
- 8th grade Social Studies: students did not take the grade 5 M-STEP Social Studies test. When the Social Studies test was moved from 6th grade MEAP to 5th grade M-STEP, these students were in the cohort of students who were in 5th grade for the final year of the 6th grade Social Studies test and in 6th grade for the first year of the 5th grade Social Studies test.
- 11th grade Social Studies: When the Social Studies test moved from the fall of 9th grade to spring in 8th grade, these students were the cohort of students who did not take any Social Studies test. They were 8th graders in the final year of the 9th grade Social Studies test and 9th graders in the first year of the 8th grade Social Studies test.

## **Performance Levels**

M-STEP scale scores within each subject area can be described in ranges. The labels applied to these ranges are known as Performance Levels. The M-STEP performance levels are: Not Proficient, Partially Proficient, Proficient, and Advanced. 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 typically 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 State Superintendent 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 can be used to indicate whether students are meeting Michigan content standards in each subject and grade.

## Section 3: Performance Level Descriptors and Ranges for Grades 3-8

### Performance Level (PL) Descriptors

**Advanced:** The student's performance exceeds grade level content standards and indicates substantial understanding and application of key concepts defined for Michigan students. The student needs support to continue to excel.

**Proficient:** The student's performance indicates understanding and application of key grade level content standards defined for Michigan students. The student needs continued support to maintain and improve proficiency.

**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 content standards defined for Michigan students.

**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 content standards defined for Michigan students.

		<b>2017 M-STEP Performance Level Scale Score Ranges</b>			
Subject	Grade	Level 1 Not Proficient	Level 2 Partially Proficient	Level 3 Proficient	Level 4 Advanced
ELA	3	1203-1279	1280-1299	1300-1316	1317-1357
	4	1301-1382	1383-1399	1400-1416	1417-1454
	5	1409-1480	1481-1499	1500-1523	1524-1560
	6	1508-1577	1578-1599	1600-1623	1624-1655
	7	1618-1678	1679-1699	1700-1725	1726-1753
	8	1721-1776	1777-1799	1800-1827	1828-1857





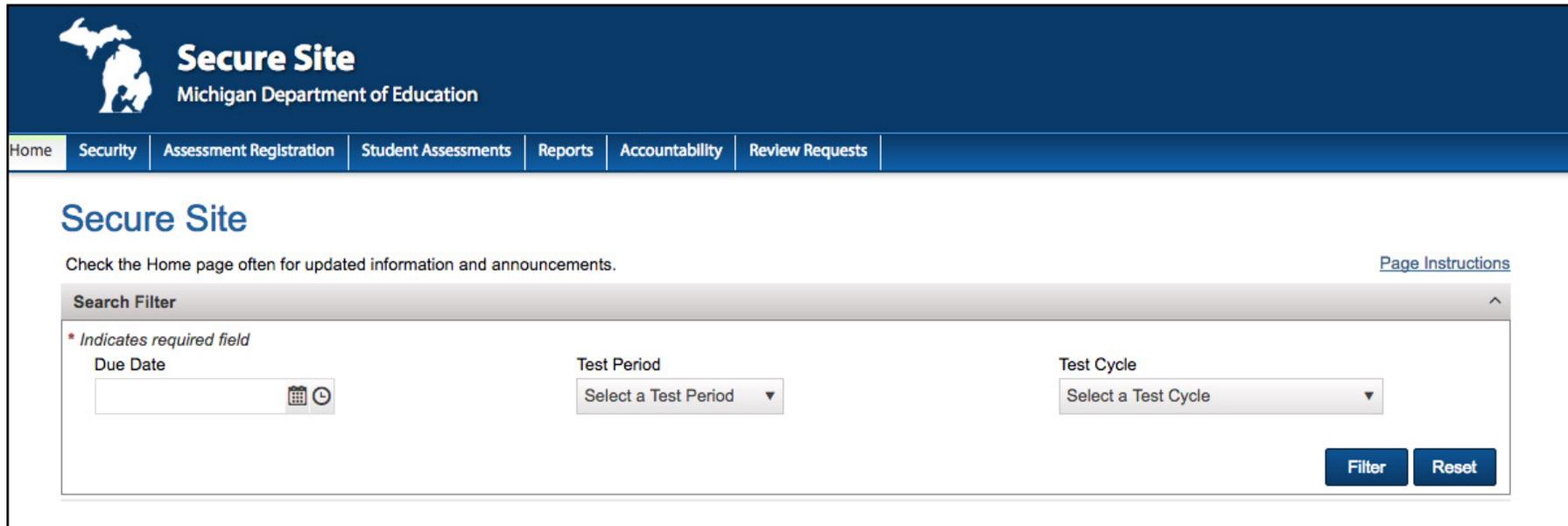
## 2017 M-STEP Performance Level Scale Score Ranges

Subject	Grade	Level 1 Not Proficient	Level 2 Partially Proficient	Level 3 Proficient	Level 4 Advanced
<b>Mathematics</b>	3	1217-1280	1281-1299	1300-1320	1321-1361
	4	1310-1375	1376-1399	1400-1419	1420-1455
	5	1409-1477	1478-1499	1500-1514	1515-1550
	6	1518-1578	1579-1599	1600-1613	1614-1650
	7	1621-1678	1679-1699	1700-1715	1716-1752
	8	1725-1779	1780-1799	1800-1814	1815-1850
<b>Science</b>	4	1280-1373	1374-1399	1400-1409	1410-1442
	7	1592-1680	1681-1699	1700-1716	1717-1757
	11	2008-2078	2079-2099	2100-2119	2120-2161
<b>Social Studies</b>	5	1395-1457	1458-1499	1500-1529	1530-1568
	8	1703-1770	1771-1799	1800-1830	1831-1868
	11	2016-2068	2069-2099	2100-2130	2131-2166

## Section 4: The Dynamic Score Reporting System

M-STEP reports are available to school and district users through the Dynamic Score Reporting Site which is accessible through the Secure Site. Detailed directions for accessing the M-STEP reports are documented in the **How to Access and Navigate Michigan's Dynamic Score Reporting Site** document which is located on the [M-STEP web page](http://www.michigan.gov/mstep) (www.michigan.gov/mstep).

### The Secure Site



The screenshot shows the 'Secure Site' interface for the Michigan Department of Education. At the top, there is a navigation menu with links for Home, Security, Assessment Registration, Student Assessments, Reports, Accountability, and Review Requests. Below the menu, the 'Secure Site' title is displayed, followed by a message: 'Check the Home page often for updated information and announcements.' A 'Page Instructions' link is available. The main section is a 'Search Filter' box containing three input fields: 'Due Date' (with a calendar icon), 'Test Period' (a dropdown menu), and 'Test Cycle' (a dropdown menu). A note indicates that an asterisk (\*) denotes a required field. 'Filter' and 'Reset' buttons are located at the bottom right of the search filter section.

M-STEP reports are available through the [Secure Site](https://baa.state.mi.us/BAASecure) (https://baa.state.mi.us/BAASecure). Secure Site access is only available to district and school employees with authorized user roles and permissions granted by their district. You must have a MEIS login in order to access the Secure Site. For instructions on how to obtain a MEIS login, go to [Secure Site Training](http://www.michigan.gov/mde/0,4615,7-140-22709_57003---,00.html) (www.michigan.gov/mde/0,4615,7-140-22709\_57003---,00.html) and click "How do I get access to the Secure Site?"



## Functionality

Michigan's Dynamic Score Reporting Site provides data for a variety of reports. Regardless of the selected report, users will encounter the following components:

1. **Welcome Page:** Provides detailed directions for accessing the reports based on user role.

**Welcome to Michigan's Dynamic Score Reporting Site!**

To access your reports:

- a) Select a report from the Report dropdown menu above.  
(Note: The page will refresh with available filters in the left margin.)
- b) District users may need to select the desired school to display the report.
- c) Select from the filters on the left margin.
- d) Select the blue Generate Reports button to generate and open the requested report.  
(Note: your filter selections will remain in place until you select different filter options.)

2. **Go to Student Quick Link:** Allows user to jump to a student selected in the Filter Pane.

**Student:** Go to Student ▾

3. **The Actions button menu:** These options vary depending on the report.

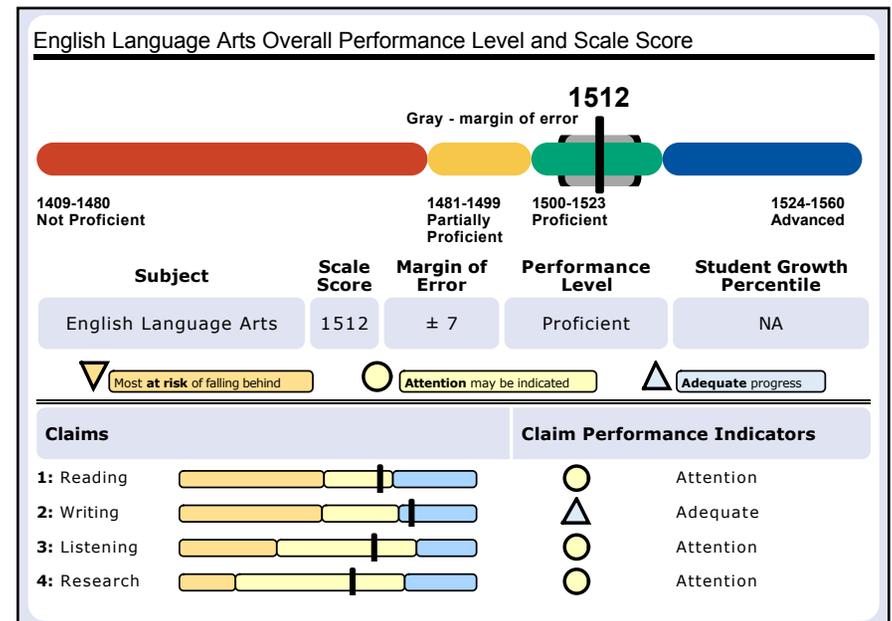
**Actions:** Choose an Action ▾

Options in this menu include:

- About this Report
- PDF Download - use this to view individual or small groups of reports

- Zip (Bulk PDF) Download - use this to print a large group of reports
- CSV File Download - downloadable file that contains all student data that is contained in the report
- CSV File Format - file format that describes the data contained in the CSV file download

4. **Report Body:** Contains the selected report with the results of the filtered input.



**Filter Pane:** This section allows the user to filter by grade, content area, reporting code, and individual students. This pane also allows the user to generate reports. The Student filter has a predictive search feature. Users type student name(s) into the search bar to filter. The options available in the Filter Pane vary depending on the report. Filter options may include:

- Student Population
- Grade
  - Gender
  - Ethnicity
  - Economically Disadvantaged
  - English Learner
  - Former English Learner
  - Homeless
  - Migrant
  - Students with Disabilities
  - Homeschooled
- Students

The screenshot shows the Filter Pane with the following sections:

- Grade - 1 selected** (dropdown menu):
  - 03
  - 04
  - 05
  - 06
  - 07
  - 08
- Content Area - All** (checkboxes):
  - English Language Arts
  - Mathematics
- Reporting Code - All** (dropdown menu):
  - All
- Performance Level - All** (checkboxes):
  - Advanced
  - Proficient
  - Partially Proficient
  - Not Proficient
- Additional Reporting Groups** (header)
- Homeschooled - 1 selected** (checkboxes):
  - No
  - Yes
- Search bar: type here to filter student list
- Students - All** (checkboxes):
  - DOE, JANE A
  - DOE, JOHN A
  - DOE, JANE B
  - DOE, JOHN B

The screenshot shows the Filter Pane with the following sections:

- Additional Reporting Groups** (header)
- Gender - All** (checkboxes):
  - Female
  - Male
- Ethnicity - All** (checkboxes):
  - American Indian or Alaska Native
  - Asian
  - Black or African American
  - Hispanic or Latino
  - Native Hawaiian or Other Pacific Islander
  - Two or More Races
  - White
- Economically Disadvantaged - All** (checkboxes):
  - No
  - Yes
- English Learner - All** (checkboxes):
  - No
  - Yes
- Former English Learner - All** (+)
- Homeless - All** (+)
- Migrant - All** (+)
- Students with Disabilities - All** (+)
- Homeschooled - 1 selected** (checkboxes):
  - No
  - Yes
- Search bar: type here to filter student list
- Students - All** (checkboxes):
  - DOE, JANE A
  - DOE, JOHN A
  - DOE, JANE B
  - DOE, JOHN B

## What's New!

### New features have been added to the Dynamic Score Reports for 2017:

**Drill Down:** Users can drill-down from the School Demographic Report to open a Student Roster report which includes students from the selected group, and from the Student Roster to the Individual Student Report for the selected student. The Drill Down feature is discussed in more detail in the Demographic and Student Roster Report descriptions.

**Actions Button:** The Actions Button is a drop-down menu that includes all of the options for each report. The options appear after a report is generated, and are based on the selected report. See each report section for information about which options are available for each report.

**Cover Page:** Individual-level student reports now include a cover page. The cover page includes entity information, a list of filters that were applied when the reports were printed, the total number of pages, and the date and time the report was generated. Each page also includes page numbers.

**New Filters:** Many new filters are available in the 2017 reports. See each report section for the filters available in each report.

**CSV Files:** CSV files are available for the aggregate reports and the Student Roster Report. They are found under the Actions Button on each report. More information is available about the CSV files in the report sections, and in the CSV File section of this document.



## Section 5: Reports

### Student Level Data Reports

#### Student Record Labels

The Student Record Labels (right) provide summary student performance levels for individual students. The labels include district and school information, student demographic information, M-STEP administration cycle information, and overall student performance level for tested content areas.

Student Record Labels are provided for inclusion in the students' Cumulative Student Record or CA-60 folder. They are printed and shipped to the school where the student tested in late summer and are available through the Secure Site if schools need to print additional copies.

00000 ABC SCHOOL DISTRICT  
00000 ABC ELEMENTARY-MIDDLE SCHOOL

**DOE, JOHN A**

UIC#: 0000000000, STU# 000000

DOB: 00/00/0000

Gender: M

Grade: 4

Spring 2017



Content	SS	Performance Level
ELA	1360	1-Not Proficient
Mathematics	1408	3-Proficient
Science	1396	2-Partially Proficient
Social Studies		

## Individual Student Report

The Individual Student Report (ISR) (right) provides information about student performance by content area. Each student will have a separate ISR for each content assessed. The report is divided into three main sections:

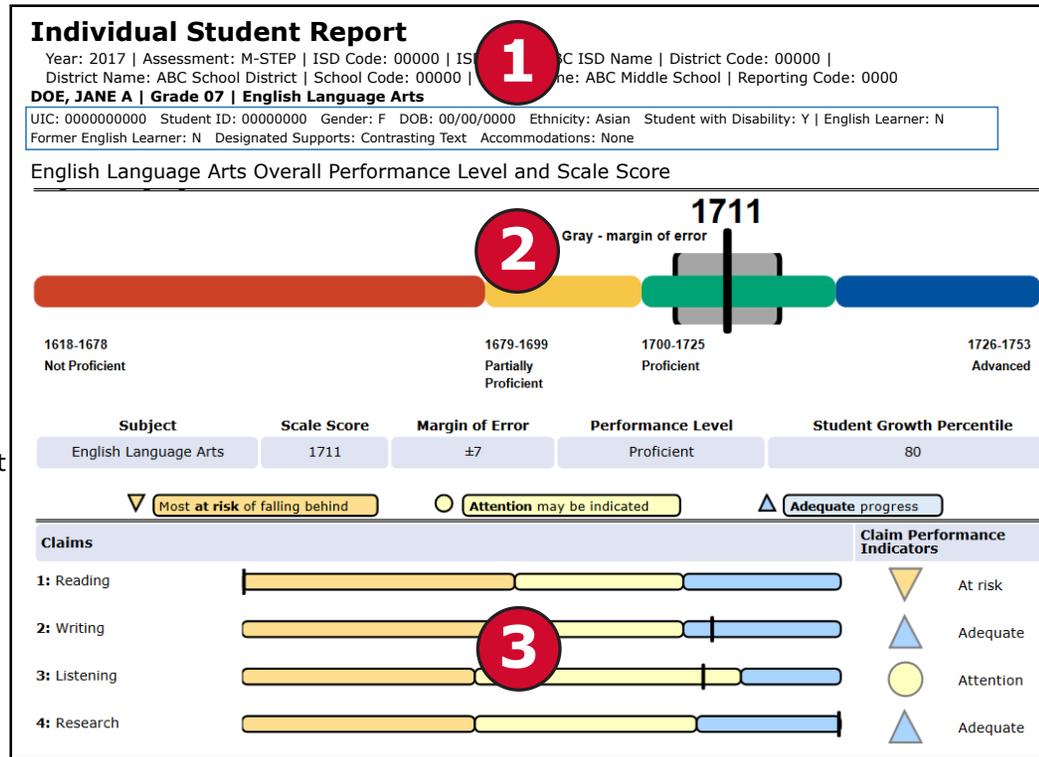
- 1 Student demographic information
- 2 Overall content performance
- 3 Detailed claim data for English language arts (ELA) and mathematics and discipline and content expectation data for science and social studies.

### Student Demographic Information

This section provides identifying information about the student including name, grade, gender, date of birth, race/ethnicity, Unique Identification Code (UIC), and, if provided by the school, the district student ID. The report will indicate if the student has been identified as a Student with Disability, English learner, or formerly limited English proficiency in the Michigan Student Data System (MSDS). Additionally, any designated supports or accommodations the student received are displayed.

### Overall Content Performance

Overall content area Scale Scores, including margin of error and the associated performance level, are provided as a graphic and as a table. Ranges for each performance level are also shown on the graphic. Student Growth Percentile in grades 4-8 ELA and mathematics, grade 7 science, and grade 8 social studies will be populated on the reports later in the fall.



### Claims and Disciplines

Claim performance indicators for English language arts and mathematics are reported. Performance indicators show student performance within each claim. The Claim Performance graph provides a visual representation of performance relative to the range of possible performance within each claim.

- The blue bar and upward facing triangle indicates the student is making **adequate progress**
- The yellow bar and circle indicates **attention** may be indicated
- The orange bar and downward facing triangle indicates the student is most **at risk** of falling behind



To help understand assessment claims and targets, MDE has produced ELA and mathematics crosswalks for each grade. Educators can use the crosswalks to see the alignment between claims, targets, and content standards. The crosswalks can be found at [www.michigan.gov/mstep](http://www.michigan.gov/mstep).

Science and social studies content standards are organized by disciplines. Raw scores, that is points earned out of total points possible, are reported for each discipline. Raw scores are not comparable across test forms.

## Functionality

### Filters

Users may choose from several filters prior to report generation:

- Grade
- Content Area
- Reporting Code
- Performance Level
- Student Population
  - **All Students** - this is the default
  - **Students with Disabilities** - students who are marked Special Education in the Michigan Student Data System (MSDS) at the time of testing
  - **All Except Students with Disabilities** - students who are not marked Special Education in MSDS at the time of testing

- Additional Reporting Groups:
  - Gender
  - Ethnicity
  - Economically Disadvantaged
  - English Learner
  - Former English Learner
  - Homeless
  - Migrant
  - Students with Disabilities
- Homeschooled
- Students

The Student filter has a predictive search filter. Users can type student names. The results are narrowed as additional characters are typed into the search box.

### Actions

The Actions button appears after a report is generated, and contains the following options for the Individual Student Report:

- About this Report
- PDF Download – To view a PDF of the Individual Student Report, select “PDF Download”. This will open a PDF document of the reports, according to your selections in the filter area. You can print individual or small groups of reports from this option.
- Zip (Bulk PDF) Download – To print an entire large group of reports, select “Zip (Bulk PDF) Download”. This selection will open a zip file that will allow you to download all reports and print all reports for large groups of students.

## Parent Report

Parent Reports (right) are printed and shipped to schools for distribution to parents.

The Parent Report provides information for parents about student performance in tested content areas. This report includes four main sections:

- 1 Superintendent Letter
- 2 Overall Performance Level and Scale Score
- 3 Detailed claim data for English language arts (ELA) and mathematics, and discipline data for science and social studies.
- 4 Definitions for Parents
- 5 Performance Level Descriptors

### Superintendent Letter

The Superintendent Letter to parents describes the M-STEP test administration, provides a brief overview of the data contained in the report, and provides a list of resources for the parent or guardian.

### Claim and Discipline/Content Expectation Data

Claim performance indicators for English language arts and mathematics are reported. Claim Performance Indicators show student performance within each claim. The Claim Performance graph shows a visual representation of student performance relative to the range of possible performance within each claim.

DOE, JOHN A | Grade 7  
 District Code: 00000 | ABC School District  
 School Code: 00000 | ABC Middle School  
 UTC: 0000000000

2017 Parent Report

Dear Parent or Guardian:

This spring, your student took the Michigan Student Test of Educational Progress (MSTEP). M-STEP assessments measure what students know and are able to do as compared to Michigan's state content standards established for each grade and subject.

All students in grades 3-8 were assessed in mathematics and English language arts. In addition, students in grades 4 and 7 were assessed in science, and grades 5 and 8 were assessed in social studies.

This report will provide you an overview of your student's performance. Please remember that these assessments provide a snapshot of achievement. I encourage you to discuss these results with your teachers and other school professionals who have the benefit of knowing your student personally. Results of the M-STEP can be used, together with classroom assessment and classroom performance information, to provide a more complete picture of student achievement. This creates opportunities for schools and parents to collaborate and discuss strategies to make every student in Michigan career- and college-ready by the time they graduate.

For additional information on the M-STEP and Michigan content standards, please visit [www.michigan.gov/mstep](http://www.michigan.gov/mstep). Under the Parent/Student Information section, you will find:

- Michigan's Education Assessment System: WHAT IT IS, WHAT IT MEANS, WHAT IT OFFERS
- M-STEP Parent Report Video outlining how to read this report
- Online Practice for M-STEP which contain examples of the types of questions your student may have experienced while taking the M-STEP assessments
- Parent Guide to State Assessments in Michigan - National PTA

Michigan students are our most important resource. Parents/guardians, schools, and teachers succeed when they work together to support and inspire student achievement.

Sincerely,  
  
 Brian J. Whiston  
 State Superintendent  
 Michigan Department of Education

---

English Language Arts Overall Performance Level and Scale Score

1707

Gray - margin of error

1618-1678 Not Proficient      1679-1699 Partially Proficient      1700-1725 Proficient      1726-1753 Advanced

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

Claims	Claim Performance Indicators
Reading	▲ At risk
Writing	▲ Adequate
Listening	▲ Adequate
Research	▲ Adequate

**Definitions**

**Claims** Claims are used as a means to organize assessment targets. Claims apply to English language arts (ELA) and mathematics. Within the claims, assessment targets are used to organize the standards. A claim score reflects a student's performance on test items within that claim.

**Claim Performance Indicator and Graphs** Claim performance for individual ELA and mathematics claims are indicated by a symbol. A blue triangle pointing up indicates the student is making adequate progress on a claim. A yellow circle indicates attention may be indicated. An orange triangle pointing down indicates the student is most at risk of falling behind on a claim. The graph provides a visual representation of student performance relative to the range of possible performance within each claim.

**Disciplines** Disciplines are used to organize content standards and expectations. Disciplines apply to science and social studies. A discipline score reflects a student's performance on the test items within the discipline.

**Margin of Error** Educational measurements are attempts to capture a student's true score, or ability, in the area being assessed. The margin of error around the student score is an estimate of the range of scores one would expect if the same student was to be measured repeatedly with parallel assessments.

- ▲ The blue bar and upward facing triangle indicates the student is making adequate progress
- The yellow bar and circle indicates attention may be indicated
- ▽ The orange bar and downward facing triangle indicates the student is most at risk of falling behind

In rare instances, a student may take a sufficient portion of the test to generate an overall scale score, but not complete the test sufficiently to fully evaluate claim-level performance. In these instances, the claim performance indicators are reported with an asterisk to indicate "Insufficient Data to Report".



Science and social studies content standards are organized by disciplines. Raw scores, that is points earned out of total points possible, are reported for each discipline. Raw scores are not comparable across test forms.

## Definitions

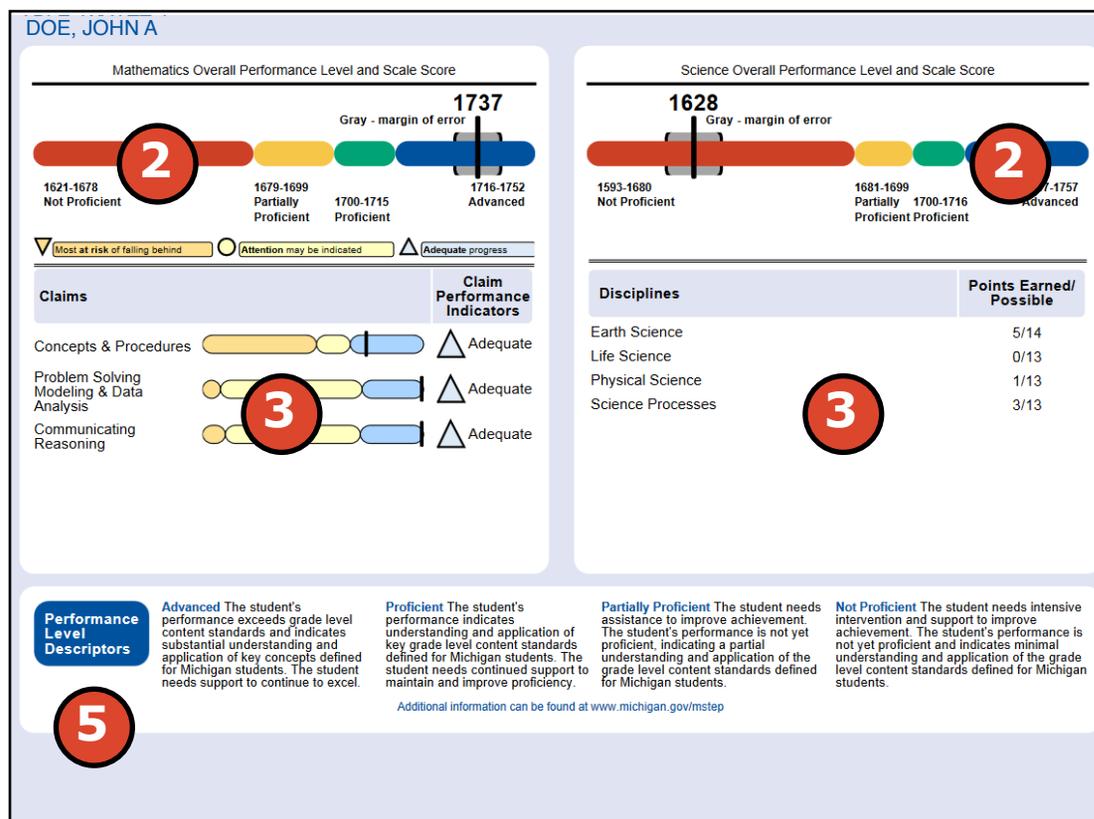
The following definitions are provided:

**Claims**—Claims are used as a means to organize assessment targets. Claims apply to English language arts and mathematics. Within the claims, assessment targets are used to organize the standards. A claim score reflects a student’s performance on test items within that claim.

**Claim Performance Indicators**—Claim Performance Indicator and Graphs Claim performance for individual ELA and mathematics claims are indicated by a symbol. A blue triangle pointing up indicates the student is making adequate progress on a claim. A yellow circle indicates attention may be indicated for a student to continue meeting the claim. An orange triangle pointing down indicates the student is most at risk of falling behind on a claim. The graph provides a visual representation of student performance relative to the range of possible performance within each claim.

**Disciplines**—Disciplines are used as a means to organize content standards and expectations. Disciplines apply to science and social studies. A discipline score reflects a student’s performance on the test items within the discipline.

**Margin of Error**—Educational measurements are attempts to capture a student’s true score, or ability, in the area being assessed. The margin of error around the student score is an estimate of the range or scores one would expect if the same student was to be measured repeatedly with parallel assessments.



## Functionality Filters

Users may choose from several filters prior to report generation:

- Grade
- Homeschooled
- Students

The Student filter has a predictive search filter. Users can type student names or three characters to filter the student list.

## Actions

The Actions button appears after a report is generated, and contains the following options for the Parent Report:

- About this Report
- PDF Download – To view a PDF of the Parent Report, select “PDF Download”. This will open a PDF document of the reports, according to your selections in the filter area. You can print individual or small groups of reports from this option.
- Zip (Bulk PDF) Download – To print all of a large group of reports, select “Zip (Bulk PDF) Download”. This selection will open a zip file that will allow you to download all reports and print all reports for large groups of students.

Grade 07 | Mathematics

▽ - Most at risk of falling behind
○ - Attention may be indicated
△ - Adequate progress
\* - Insufficient Data to Report
Gray - margin of error

**Sortable** (points to Students and Scale Score columns)

**All claims are sortable.** (points to the Claims columns)

Students ▲ (Total = 873)	Scale Score	Margin of Error	Perf. Level	Overall Scale Score				Claims					
				1621-1678 Not Proficient (NP)	1679-1699 Partially Proficient (PP)	1700-1715 Proficient (P)	1716-1752 Advanced (A)	Concepts & Procedures	Problem Solving, Modeling & Data Analysis	Communicating Reasoning			
DOE, JANE A	1737	(±6)	A					△	△	△			
DOE, JOHN A	1752	(±12)	A					△	△	△			
DOE, JANE B	1726	(±4)	A					△	△	△			
DOE, JOHN B	1700	(±6)	P					▽	△	△			
DOE, JANE C	1679	(±7)	PP					▽	○	△			
DOE, JOHN C				Invalid Test - Nonstandard Accommodation									
DOE, JANE D	1700	(±6)	P					▽	△	△			



## Student Roster

Student Roster (below) allows users to view student scale scores and Claim Performance data for English language arts and mathematics or discipline data for science and social studies by content area and grade.

The report is divided into four main sections:

1. An alphabetical listing of the selected students
2. Overall content performance in a table format
3. Overall content performance in a graphical format
4. Claim, for ELA and mathematics, or discipline, for science and social studies, data

### Selected Students

Students who met the selected filter criteria are displayed in ascending alphabetical order by last name, then first name. The sort sequence may be changed to sort in descending alphabetical order. The following data is displayed in this section:

1. Number of students displayed in the student roster. This represents all students who met the selected filter criteria including students with invalid tests.
2. Student Name as last name, first name, middle initial. Student name is sortable.
3. Unique Identification Code – (UIC) is displayed when clicking the Information or  icon
4. Date of Birth (DOB) – is displayed when clicking the Information or  icon

### Overall Content Performance (Table Format)

For each selected student the following is displayed:

1. Scale Score. The scale score is sortable. Sorting by scale score

will result in a list of the selected students in order of scale score (ascending or descending—selecting “Scale Score” once sorts in ascending order, selecting twice sorts in descending order).

2. Margin of Error
3. Performance Level:
  - a. A = Advanced
  - b. P = Proficient
  - c. PP = Partially Proficient
  - d. NP = Not Proficient

### Overall Content Performance (Graphical Format)

The performance data for each selected student is also displayed in a graphical format. In addition, the ranges for the four performance levels are provided in the legend.

### Claim Performance Indicators and Discipline Points Possible/Points Earned

Claim performance indicators are displayed for English language arts and mathematics. For science and social studies, points possible/points earned raw score data is displayed. Each claim and discipline is sortable.

Claim performance indicators show student performance within each claim.

-  blue upward facing triangle indicates the student is making adequate progress
-  yellow circle indicates attention may be indicated
-  orange downward facing triangle indicates the student is most at risk of falling behind

In mathematics, Claim 2 (Problem Solving) and Claim 4 (Modeling and Data Analysis) are combined for reporting purposes because of content similarity. There are still four claims, but only three claim scores will be reported with the overall math score.

In rare instances, a student’s ELA and/or mathematics claims may contain an asterisk. This would occur if a student took a portion of the test sufficient to report an overall scale score, but did not complete a sufficient number of items to fully evaluate the claim-level detail.

## Functionality

### Filters

- Grade
- Content Area
- Reporting Code
- Performance Level
- Additional Reporting Groups
  - Gender
  - Ethnicity
  - Economically Disadvantaged
  - English Learner
  - Homeless
  - Migrant
  - Students with Disabilities
- Students

### Actions

The Actions button appears after a report is generated, and contains the following options for the Student Roster Report:

- About this Report
- PDF Download – To view a PDF of the Student Roster Report, select “PDF Download”. This will open a PDF document of the reports, according to your selections in the filter area. You can print individual or small groups of reports from this option.

- CSV File Download – downloadable file that contains all student data that is contained on the report.
- CSV File Format – file format that describes the data contained in the CSV file download.

### Drill Down Feature

The Student Roster Report includes a drill-down feature that enables the user to select the student name on the Student Roster Report to open an Individual Student Report.

After a user has selected a student name to drill down into the Individual Student Report and the Individual Student Report displays, a breadcrumb area appears below the ISD/District/School entity information that displays ‘Student Roster Report – Individual Student Report’. Each report name in the breadcrumb is an active link. To return to the Student Roster Report, the user selects ‘Student Roster Report’.

A user may drill-down into a Student Roster Report from the School Demographic Report. When a user accesses the Student Roster Report in this way, the user cannot make any additional filter selections in the report. The user can view the report and use its sorting functionality or drill-down further into an Individual Student Report. However, to use the filter options in the Student Roster Report, the user must select the Student Roster Report from the report drop-down menu.



## Student Overview

The Student Overview (below) provides summary information about student performance in all tested content in the selected grade. For each selected student the following data is displayed for each tested content in both graphical and table format:

- 1** Scale Score
- 2** Margin of Error
- 3** Performance Level
- 4** Claim Performance

### Functionality

#### Filters

- Grade
- Additional Reporting Groups
  - Gender
  - Ethnicity
  - Economically Disadvantaged
  - English Learner
  - Former English Learner
  - Homeless
  - Migrant
  - Students with Disabilities
- Homeschooled
- Students

DOE, JANE A | Grade 5 | M-STEP
UIC: 000000000

2017 | Student Overview Report

Year: 2017 | Assessment: M-STEP |  
 ISD Code: 00000 | ISD Name: ABC ISD Name |  
 District Code: 00000 | District Name: ABC School District |  
 School Code: 00000 | School Name: ABC High School |

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

Subject	Scale Score	Margin of Error	Performance Level	Student Growth Percentile
English Language Arts	1533	± 9	Advanced	38

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

Claims	Claim Performance Indicators
1: Reading	<span>△</span> Adequate
2: Writing	<span>○</span> Attention
3: Listening	<span>△</span> Adequate
4: Research	<span>△</span> Adequate

#### Mathematics Overall Performance Level and Scale Score

Subject	Scale Score	Margin of Error	Performance Level	Student Growth Percentile
Mathematics	1531	± 7	Advanced	47

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

Claims	Claim Performance Indicators
1: Concepts & Procedures	<span>△</span> Adequate
2: Problem Solving	<span>△</span> Adequate
4: Modeling & Data Analysis	<span>△</span> Adequate
3: Communicating Reasoning	<span>△</span> Adequate

#### Social Studies Overall Performance Level and Scale Score

Subject	Scale Score	Margin of Error	Performance Level	Student Growth Percentile
Social Studies	1520	± 12	Proficient	NA

Disciplines	Points Earned / Points Possible
H: History	16 / 19
G: Geography	4 / 7
C: Civics and Government	7 / 10
E: Economics	6 / 7
P: Public Discourse	1 / 2

### Actions

The Actions button appears after a report is generated, and contains the following options for the Individual Student Report:

- About this Report
- PDF Download – To view a PDF of the Individual Student Report, select “PDF Download”. This will open a PDF document of the reports, according to your selections in the filter area. You can print individual or small groups of reports from this option.
- Zip (Bulk PDF) Download – To print an entire large group of reports, select “Zip (Bulk PDF) Download”. This selection will open a zip file that will allow you to download all reports and print all reports for large groups of students.

## Aggregate Data Reports

### Target Analysis Report

The Michigan Student Test of Educational Progress (M-STEP) Target Analysis report provides information about relative strengths and relative weaknesses by assessment target in English language arts and mathematics. The Target Analysis Report is available at the school, district, ISD, and state levels. The report is intended to provide an overview of relative strengths and weaknesses in English language arts and mathematics by assessment target as compared to student performance on the test as a whole.

The population of students to be displayed may be selected by the user. Users may select from the following student populations:

- All Students – this is the default
- All Except Students with Disabilities – students who are not marked Special Education in the Michigan Student Data System (MSDS) at the time of testing
- Students with Disabilities – students who are marked Special Education in MSDS at the time of testing

The report displays the Number of Students Assessed with valid scores in the selected entity (not all students were assessed on every assessment target or received the same number of items on each target), and the relative performance on the assessment target as compared to the test as a whole.

School Target Analysis Report	
Year: 2017   Assessment: M-STEP   ISD Code: 00000   ISD Name: ABC ISD Name   District Code: 00000   District Name: ABC School District District   School Code: 00000   School Name: ABC High School	
Grade 08   English Language Arts   All Students	
Relative Strength                Neither Strength nor Weakness                Relative Weakness                Insufficient Data to Report	
<b>Note:</b> This report compares assessment target performance to overall test performance within the school. The report identifies relative areas of strength and weaknesses among the identified aggregate group; it is not a proficiency report.	
Number of Students Assessed	685
Claim 1: Reading	
Target 1: Given an inference/conclusion, use details and information from a literary text.	
Target 2: Summarize central ideas/key events of a literary text using key details from the text.	
Target 3: Determine word meaning based on context, relationships, structure, or use of resources.	
Target 4: Make an inference/provide a conclusion of a literary text.	
Target 5: Analyze relationships among literary elements within or across literary texts.	
Target 6: Analyze literary text structures, features, or formats and their impact on meaning or presentation.	
Target 7: Interpret fig. language/literary devices/connotative meaning and their impact on meaning or tone.	



## How to Read this Report

This report is an aggregate report that shows relative strengths and weaknesses on each target as compared to performance on the test as a whole. The first row identifies the Number of Students Assessed with valid overall and claim level scores for the identified aggregate group. The second row identifies Claim 1 for the content area – either English language arts or mathematics. This row is gray and the text is centered. The first column of the next row lists the assessment targets for that claim. The second column contains information about the aggregate group’s performance on the assessment target as compared to the test as a whole.

Each assessment target contains a symbol that indicates the relative performance of the aggregate group as compared to the test as a whole:

-  An upward pointing blue triangle indicates a relative strength in the assessment target as compared to the aggregate group’s performance on the test as a whole.
-  A circle indicates neither a strength nor a weakness in the assessment target as compared to the aggregate group’s performance on the test as a whole.
-  A downward pointing orange triangle indicates a relative weakness in the assessment target as compared to the aggregate group’s performance on the test as a whole.
- \* An asterisk indicates there is insufficient data to report on the relative performance in the assessment target as compared to the aggregate group’s performance on the test as a whole. Data is reported for assessment targets only when the aggregate group includes at least:
  - 15 unique students per target
  - 3 unique items per target
  - 25 responses per target

## Functionality

### Filters

- Student Population
- Grade
- Content Area

### Actions

The Actions button appears after a report is generated, and contains the following options for the Student Roster Report:

- About this Report
- PDF Download – To view a PDF of the Student Roster Report, select “PDF Download”. This will open a PDF document of the reports, according to your selections in the filter area. You can print individual or small groups of reports from this option.
- CSV File Download – downloadable file that contains all student data that is contained on the report.
- CSV File Format – file format that describes the data contained in the CSV file download.

## Expectation Analysis

Expectation Analysis (below) provides the percentage of points earned by grade and content area expectations in each discipline (science and social studies) and the number of students scoring in each of four quartiles. The report is intended to provide an overview of performance by content expectation.

The report displays the Number of Students Assessed in the expectation (not all students were assessed on every expectation), the average percentage of points earned, and the number of students scoring in one of four bands or quartiles: 0-25%, 26-50%, 51-75%, and 76-100% points earned out of points possible.

## Functionality

### Filters

- Student Population
- Grade
- Content Area
- Reporting Code

### Actions

The Actions button appears after a report is generated, and contains the following options for the Student Roster Report:

- About this Report
- PDF Download – To view a PDF of the Student Roster Report, select “PDF Download”. This will open a PDF document of the reports, according to your selections in the filter area. You can print individual or small groups of reports from this option.
- CSV File Download – downloadable file that contains all student data that is contained on the report.
- CSV File Format– file format that describes the data contained in the CSV file download.

State Expectation Analysis Report							
Year: 2017   Assessment: M-STEP							
Grade 11   Social Studies   All Students							
Discipline U	U.S. History and Geography	No. of Students Assessed per Expectation	Average % Points Earned	Number of Students With:			
				0-25% Points Earned	26-50% Points Earned	51-75% Points Earned	76-100% Points Earned
U6.1.01	Analyze factors: United States major industrial power	566	72.4	156	0	0	410
U6.1.03	Analyze the changing urban and rural landscape	566	68.6	178	0	0	388
U6.2.02	Explain causes: WWI; America's role in the war	607	72.5	167	0	0	440
U6.2.03	Analyze impact WWI: US government/economy/civil liberties	566	66.1	192	0	0	374
U6.2.04	Explain Wilson's Fourteen Points/geopolitical tension	41	41.5	24	0	0	17
U7.1.02	Evaluate causes/consequences of Great Depression	607	59.8	244	0	0	363
U7.2.01	Analyze factors contributing to World War II	607	64.6	215	0	0	392
U7.2.02	Evaluate US role in fighting WWII	347	8.1	319	0	0	28
U7.2.03	Analyze changes in American life: US in WWII	301	71.1	87	0	0	214
U7.2.04	Investigate development: Hitler's "final solution"	41	0.0	41	0	0	0
U8.1.01	Analyze factors that contributed to the Cold War	566	83.4	94	0	0	472
U8.1.02	Evaluate American policy: "containing" Soviet Union	566	32.5	382	0	0	184



## Demographic Report

The Demographic Report (below) provides a comparison of students by grade and content, aggregated across selected demographic groups, showing the percentages proficient at each level (Advanced, Proficient, Partially Proficient, and Not Proficient). The Demographic Report is available at the School, District, ISD, and State levels.

The population of students to be displayed may be selected by the user. Users may select from the following student populations:

**All Students**—this is the default

**All Except Students with Disabilities**—students who are not marked Special Education in the Michigan Student Data System (MSDS) at the time of testing

**Students with Disabilities**—students who are marked Special Education in MSDS at the time of testing

After the user selects a grade to view, all selected content for that

grade is displayed sequentially in alphabetical order. The report is divided into three main sections:

- 1 Overall performance level percentages for the selected student population in the grade and content displayed in graphical format.
- 2 Demographic subgroup performance level data for each subgroup in table format.
- 3 If a demographic subgroup is selected, then a graphical display of the performance level percentages for that subgroup is displayed under the overall graph for easy comparison.

### Overall Performance Level Percentages Graphic

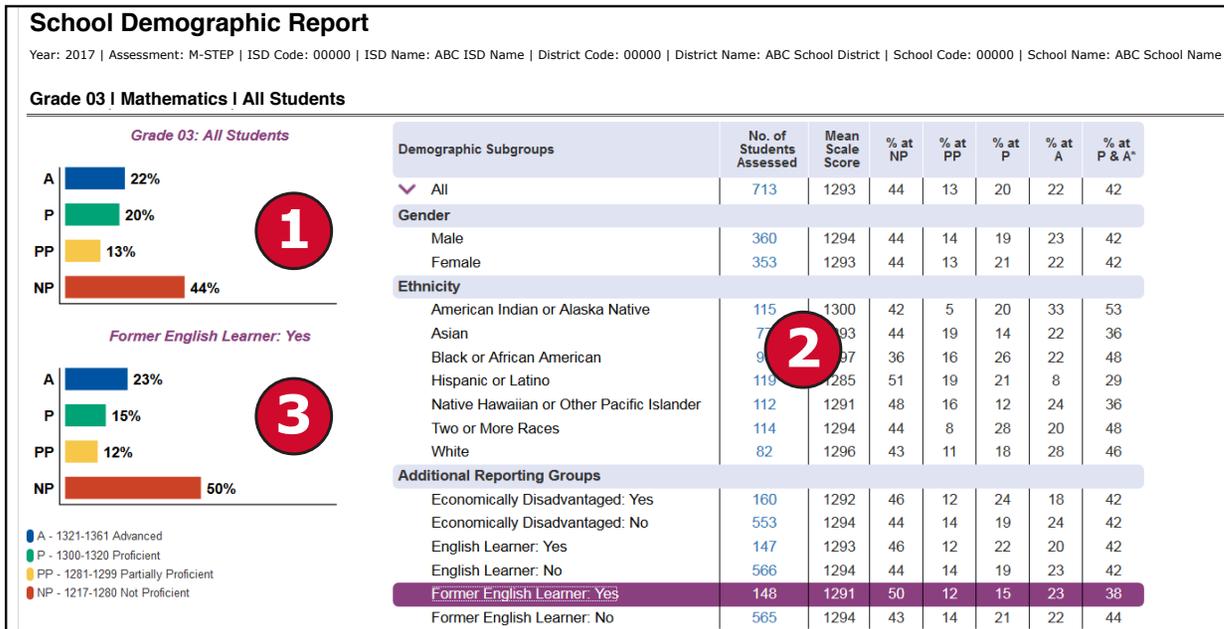
For all students in the selected grade, student population, and displayed content, the percentages of Advanced, Proficient, Partially Proficient, and Not Proficient students are displayed in a horizontal bar graph. The legend beneath the graph provides the scale score ranges associated with each performance level.

### Demographic Subgroup Performance Level Data Table

Performance level data, including the number of students assessed, mean scale score, and percentages of students in each performance level - Advanced, Proficient, Partially Proficient, Not Proficient—as well as advanced and proficient combined, are displayed for a number of demographic subgroups in a table.

The demographic subgroups reported are:

- Gender
  - Male
  - Female



- Ethnicity
  - American Indian or Alaska Native
  - Asian
  - Black or African American
  - Hispanic or Latino
  - Native Hawaiian or Other Pacific Islander
  - Two or More Races
  - White
- Additional Reporting Groups
  - Economically Disadvantaged: Yes
  - Economically Disadvantaged: No
  - English Learner: Yes
  - English Learner: No
  - Former English Learner: Yes
  - Former English Learner: No
  - Migrant: Yes
  - Migrant: No
  - Homeless: Yes
  - Homeless: No
- Accommodations
  - Standard Accommodation—all students
  - Nonstandard Accommodation—all students
  - Standard Accommodation—EL only
  - Nonstandard Accommodation—EL only

- Grade
- Content Area

**Actions**

The Actions button appears after a report is generated, and contains the following options for the Demographic Report:

- About this Report
- PDF Download – To view a PDF of the Demographic Report, select “PDF Download”. This will open a PDF document of the reports, according to your selections in the filter area
- CSV File Download – downloadable file that contains all student data that is contained on the report.
- CSV File Format – file format that describes the data contained in the CSV file download.

**Drill Down Feature - School Demographic Report**

The School Demographic Report includes a drill-down feature that enables the user to select the link in the Number of Students Assessed column to open a Student Roster Report which includes the students represented in the aggregated group. When the Number of Students Assessed is zero, the '<' sign is not an active link. Note: In some instances, the number of students displayed may differ between the School Demographic Report and the generated Student Roster Report. This is because the Demographic Report does not include invalid tests, while the Student Roster Report does include invalid tests.

After a user has selected the link to drill down into the represented aggregate group, a breadcrumb area appears below the ISD/District/School entity information, that displays 'Demographic Report – School > Student Roster'. Each report name in the breadcrumb is an active link. To return to the School Demographic Report, the user selects 'Demographic Report – School'.

The Drill Down feature is not available on the State, ISD, or District level Demographic Reports.

**Demographic Subgroup Performance Level Percentages Graphic**

The user may select a demographic subgroup in the demographic table to compare against the overall student population. The selected demographic subgroup will be highlighted and a corresponding horizontal bar graph of the performance level percentages will display under the overall performance level graph.

**Functionality**

**Filters**

- Student Population

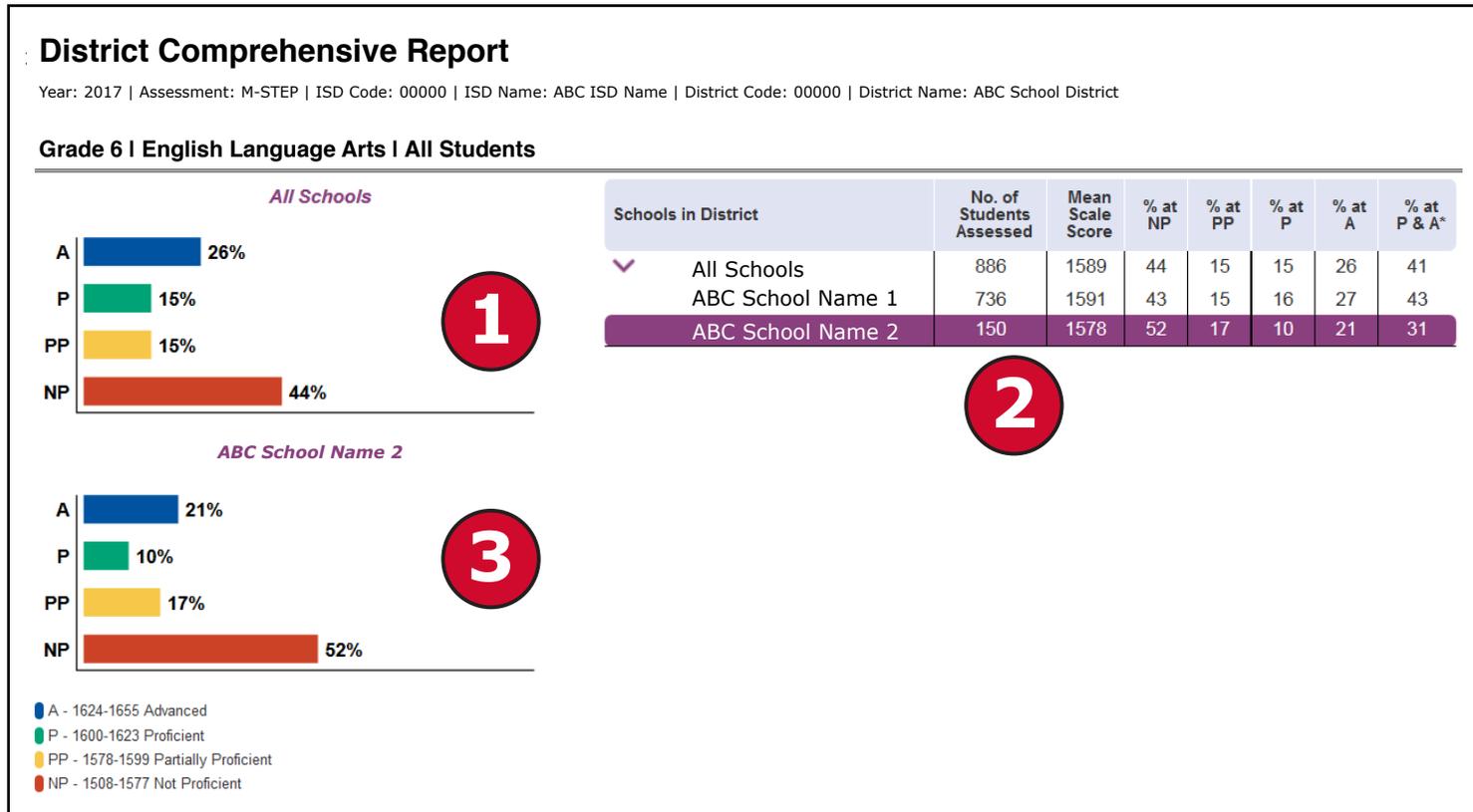


## Comprehensive Report

The Comprehensive Report (below) provides a comparison of students by grade and content, aggregated across schools and districts, showing the percentages proficient at each level (Advanced, Proficient, Partially Proficient, and Not Proficient). The Comprehensive Report is available at the ISD and District levels.

After the user selects a grade to view, all tested content for that grade is displayed sequentially in alphabetical order. The report is divided into three main sections:

- 1 Overall performance level percentages for the selected student population in the grade and content displayed in graphical format.
- 2 Entity performance level data for each school (district report) or district (ISD report) in table format.
- 3 If an entity is selected in the table, then a graphical display of the performance level percentages for that entity is displayed under the overall graph for easy comparison.



### Overall Performance Level Percentages Graphic

For all students in the selected grade, student population, and displayed content, the percentages of Advanced, Proficient, Partially Proficient, and Not Proficient students are displayed in a horizontal bar graph. The legend beneath the graph provides the scale score ranges associated with each performance level.

### Entity Performance Level Data Table

Performance level data, including the number of students assessed, mean scale score, and percentages of students in each performance level—Advanced, Proficient, Partially Proficient, Not Proficient—as well as Advanced and Proficient combined, are displayed for the applicable entities in a table.

- For ISD level reports, performance data for the districts in the ISD are reported.
- For district level reports, performance data for the schools, excluding nonpublic schools, in the district are reported.

### Entity Performance Level Percentages Graphic

The user may select an entity in the entity table to compare against the overall ISD or district performance data. The selected entity will be highlighted and a corresponding horizontal bar graph of the performance level percentages will display under the overall performance level graph.

### Functionality

#### Filters

- Student Population
- Grade
- Content Area

#### Actions

The Actions button appears after a report is generated, and contains the following options for the Demographic Report:

- About this Report
- PDF Download – To view a PDF of the Demographic Report, select “PDF Download”. This will open a PDF document of the reports, according to your selections in the filter area
- CSV File Download – downloadable file that contains all student data that is contained on the report.
- CSV File Format – file format that describes the data contained in the CSV file download.



## Student Data File

The Student Data File (right) contains detailed individual student data in an excel file. This data includes school information, student demographic data, test administration data, and student performance data.

**School information**—student ISD, District, and School Code

**Student Demographic Data**—Includes grade, name, gender, ethnicity, UIC, Date of Birth. Also includes subgroup information including Economically disadvantaged, Special Education, Limited English Proficiency, Migrant status and Homeschooled information

**Test Administration Data**—Includes online/paper-pencil format, valid or invalid test, if invalid, includes reason for invalidation of the test, also includes whether student received accommodations.

**Student Performance Data**—Includes student scale score, Student Growth Percentile, Raw score data for science and social studies, and Claim performance indicators for ELA and math

The Student Data File is provided for schools to use as a data resource for school or district level data reviews. Schools or districts can use the Student Data File to manipulate and evaluate data in ways that support School Improvement goals or other data-based-decision making purposes.

### CSV File

The Comma Delimited File (CSV) contains student performance data used in the selected report. This data includes school information, student population, demographic group, and student performance data.

**School information**—ISD, District, and School information included in the selected report

**Demographic Data**—demographic data, such as gender, ethnicity, Economically disadvantaged, Migrant status, or more are included, based on the data contained in the selected report.

**Student Performance Data**—student or student aggregate group scale scores and claim or discipline data are included, based on the data contained in the selected report.

### M-STEP Student Data File Format

The downloaded file containing student test scores is a Comma Delimited File (CSV) with the following fields in order:

*Please note: fields containing "Reporting Level" information are referring to Claims for ELA/Math and Disciplines for Science/Social Studies.*

Excel Column	Field	Descriptor	Field Type (length)	Format
A	TestCycleID	M-STEP test period and fiscal year	text(20)	
B	ISDCode	ISD code number	varchar(5)	99999
C	DistrictCode	District code number	varchar(5)	99999
D	SchoolCode	School code number	varchar(5)	99999
E	FeederSchoolCode	Prior school number that student attended	varchar(5)	99999
F	Grade	Student grade	varchar(2)	
G	LastName	Student last name	varchar(25)	
H	FirstName	Student first name	varchar(25)	
I	MiddleInitial	Student middle initial	char(1)	
J	Gender	Student's gender M = Male, F = Female	char(1)	
K	Ethnicity	Student's ethnic code 0 = Native Hawaiian or Other Pacific Islander 1 = American Indian or Alaska Native 3 = Black or African American 4 = Hispanic or Latino 5 = White 6 = Two or more Races 9 = Asian	int(1)	9
L	UIC	Student UIC	char(10)	9999999999
M	StudentNumber	Student number from local school district	varchar(20)	
N	BirthDate	Student's date of birth	datetime(8)	mm/dd/yyyy
O	Barcode	Student's barcode number	varchar(10)	9999999999
P	ED	Economically disadvantaged 1 = Yes, 0 = No	varchar(1)	
Q	SE	Special education 1 = Yes, 0 = No	varchar(1)	
R	EL	English learner 1 = Yes, 0 = No	varchar(1)	

The CSV File is provided for schools to use as a data resource for school or district level data reviews. Schools or districts can use the CSV files to evaluate data in ways that support School Improvement goals or other data-based-decision making purposes.

## Section 6: Additional Resources

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### **Additional Sources of Assessment Results**

#### ***BAA Secure Site Data files***

Data files are available for download from the BAA Secure Site Student Test Scores window for authorized school and district users. The [BAA Secure Site](http://www.michigan.gov/baa-secure) (www.michigan.gov/baa-secure) can be accessed by authorized users only.

- Student Data File—includes individual student test results and performance
- Aggregate Data File—includes aggregated school, district, or ISD assessment results

#### ***MI School Data***

[MI School Data](http://www.michigan.gov/mischooldata) (www.michigan.gov/mischooldata) is an online public portal that provides views of Michigan education data to help make informed educational decisions, to help improve instruction and to enable school systems to prepare a higher percentage of students to succeed in rigorous high school courses, college and challenging careers.

### **General Resources**

General additional resources are available on the [M-STEP webpage](http://www.michigan.gov/mstep) (www.michigan.gov/mstep):

For instructions on how to obtain access to the Dynamic Reporting Site, go to [Secure Site Training](http://www.michigan.gov/mde/0,4615,7-140-22709_57003---,00.html) (http://www.michigan.gov/mde/0,4615,7-140-22709\_57003---,00.html) and click How do I get access to the Secure Site?

Resources available on the M-STEP webpage:

- M-STEP and MME Performance Level (PL) Descriptors
- 2017 M-STEP Performance Level Scale Score Ranges
- 2017 M-STEP Student Data File Format
- Videos and information regarding Computer Adaptive Testing (CAT)
- Spring 2017-2019 Statewide Summative Assessments Calendar
- M-STEP: What it is, What it means, and What it Offers—presentation
- Online Practice for M-STEP ELA, Math, Science and Social Studies
- Sample Item Sets
- Math and ELA Crosswalk Documents with Claims, Targets, and Standards

Also, be sure to sign up for the Office of Student Assessments' [Spotlight Newsletter](http://www.michigan.gov/mde-spotlight) (www.michigan.gov/mde-spotlight) for weekly up-to-date information about Statewide Summative Assessments.



## Section 7: 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 M-STEP administration procedures, content, scheduling, appropriate assessment of or accommodations for students with disabilities or English Learners (ELs), 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**

**Andrew Middlestead**, Director, Office of Educational Assessments and Accountability

**Katherine Cermak**, Manager, Test Administration and Reporting

**Phoebe Gohs**, M-STEP Administration and Reporting Consultant

**Linda Howley**, Manager, Test Development

**Suzanne Hindman**, ELA Consultant

**Kyle Ward**, Mathematics Consultant

**Scott Koenig**, Social Studies Consultant

**Tamara Smolek**, Science Consultant

**John Jaquith**, Assessment Consultant for Students with Disabilities

**Jennifer Paul**, Assessment Consultant for English Learners

**Ji Zeng, Ph.D.**, Lead Psychometrician, Psychometrics

**Phone:** 1-877-560-8378, option 3

**Fax:** 517-335-1186

**Website:** [www.michigan.gov/mstep](http://www.michigan.gov/mstep)

**E-mail:** [BAA@michigan.gov](mailto:BAA@michigan.gov)