M-Step™

Michigan Student Test of Educational Progress

Spring 2019

Interpretive Guide to M-STEP Reports

Updated November 13, 2019

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Section 1: Introduction

Purpose

In 2019, the English language arts and mathematics assessments of the Michigan Student Test of Educational Progress (M-STEP) were administered to students in grades 3-7; the science field test and social studies assessments were administered in grades 5, 8, and 11.

The purpose of the M-STEP is to measure Michigan students' achievement on the Michigan Academic Standards. Aggregated results from the M-STEP provide data local schools and districts can use to analyze curricular alignment to Michigan's Academic Standards, to inform educational program evaluation, and to inform curricular and school improvement decisions at the school and/or district level. M-STEP data also provide student academic progress information from year to year, to show school and district academic progress.

M-STEP individual student data provides a snapshot of what a student knows and is able to do based on Michigan's Academic Standards. Student-level M-STEP data should be used in combination with local formative, benchmark, and summative assessment data to develop a complete picture of what the student knows and is able to do.

The M-STEP is the assessment the Michigan Department of Education (MDE) uses to meet state and federal accountability requirements. All students are required to take the M-STEP; eligible students with disabilities take the MI-Access assessment. For information about MI-Access assessments, see the MI-Access web page (www.michigan.gov/mi-access).

What's In this Guide?

This guide is intended to help educators understand and use the results from the Spring 2019 M-STEP. Reports available for the M-STEP include student-level and aggregate-level data reports.

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

The Science Field Test Individual Student Report provides raw score percentage of points earned (out of the total points available) for individual students.

Aggregate-level reports provide performance data based on groups of students, grouped by grade, school, district, 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 English language arts (ELA) and mathematics.

For 2019, the Science Field Test District Summary Report is an aggregated report available only at the district and state levels.

This guide also includes the following sections.

- **Section 2** provides information on assessment item types and how scores are reported
- **Section 3** describes performance level categories and ranges
- **Section 4** explains the appropriate uses and limitations of the data
- **Section 5** explains how to access reports
- **Section 6** provides detailed descriptions of each report
- **Section 7** includes other resources, both for additional information regarding sources of assessment results and general information on statewide assessments; users are encouraged to review these additional resources for further information on statewide assessment reporting
- **Section 8** includes a glossary of M-STEP data and reporting terms
- **Section 9** includes contact information for MDE staff involved in reporting of M-STEP data

Family Educational Rights and Privacy Act (FERPA)

Reports that provide student level data include federally protected student data. Some aggregate reports may contain score data representing small numbers of students. The Office of Educational Assessment and Accountability (OEAA) no longer suppresses aggregate data for fewer than ten students. Data representing small numbers of students should also be considered 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) regulations.

Invalid Tests

Students who attempted an M-STEP content area test in Spring 2019, but who did not receive a valid test score are reported on the student level reports only. While the student's test score is not reported, the reason for the invalid test is provided. Invalid tests impact school accountability reporting by lowering participation rates and counting as not proficient and/or not having met adequate growth when school or subgroup participation rates for a content area assessment are less than 95%. 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	• Individual Student	• Secure Site • Mailed to School
Individual Student Report (ISR)	Separated by content area, provides detailed information on individual student achievement, including overall scale score, performance level, growth score, growth target, target timeframe, and summarized claim or discipline data	• Individual Student	• Dynamic Score Reporting Site
Science Field Test Individual Student Report	Provides raw score data including the percentage of points earned overall	• Individual Student	• Dynamic Score Reporting Site
Parent Report	Summarizes individual student achievement in each content area, including overall scale score, performance level, and summarized claim or discipline data	• Individual Student	• MiLearn - Educator, Parent, Student • Secure Site • Dynamic Score Reporting Site • Mailed to School
Student Overview	Summarizes student achievement for all content areas, including scale score, performance level information, growth score, growth target, and target timeframe	• Individual Student	• MiLearn - Educator • Dynamic Score Reporting Site
Student Roster	Separated by content area, provides detailed information on student achievement for groups of students, including overall scale score, performance level, growth score, growth target, target timeframe, and summarized claim and discipline data; summary proficiency information is also included for rostered students, school, district, and state aggregate groups	• Individual Student • Rostered Students • School • District • State	• MiLearn - Educator • Dynamic Score Reporting Site
Student Growth and Proficiency Report	Provides detailed information about student achievement and student growth data; includes overall scale score, performance level, growth score, growth target, and target timeframe; student scale score is shown plotted against growth data	• Individual Student	• Dynamic Score Reporting Site
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 score ranges: 0-25%, 26-50%, 51-75%, and 76-100%—this report is available for social studies only and is intended to provide an overview of performance by content expectation	• School • District • State	• Dynamic Score Reporting Site

Continued on next page

Report	Description	Aggregation	Distribution
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	• School • District • State	• Dynamic Score Reporting Site
Comprehensive Report	Provides a comparison of students by grade and content by schools within a district—mean scale scores and percentages of students in each performance level are reported	• District	• Dynamic Score Reporting Site
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	• School • District • State	• Dynamic Score Reporting Site
Science Field Test Summary Report	Provides the mean percent of points earned and aggregate group quartile ranges in box-and-whiskers plots for overall performance and by domain	• School • District • State	• Dynamic Score Reporting Site
Demographic Claims Report	Provides claim performance information by aggregate group for ELA and mathematics; percentages of students earning each claim performance indicator is provided for the overall aggregate group and aggregated across selected demographic groups	• School • District • State	• Dynamic Score Reporting Site
Student Data File	Data file that includes all individual level student data, including scale score, performance level, student demographic information, and valid/invalid reasons	• Individual Student	• Secure Site
Aggregate Data File	Data file that includes aggregated student performance information, including average scale score, count and percent of students in each performance level, and demographic subgroups	• School • District • State	• Secure Site

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 2019, 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 the 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 2019, the ELA and mathematics tests included operational Constructed Response (CR) items. In ELA, all grades 3-8 were assessed for a portion of Claim 2 (writing) using a Passage-based Writing (PBW) Prompt item. Students were presented with either a literary or informational reading passage. Based on this passage, students received a writing prompt that required them to respond to the prompt using supporting evidence from the passage. The maximum points for PBW Prompt items ranged from one point to four points. In mathematics, the maximum points for CR items ranged from one point to three points.

ELA CR items requiring typed or written answers and PBW Prompt items 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.

In some cases, student responses to Passage-based Writing Prompts may not be scorable. If this occurs, the written response is reviewed by both a scorer and scoring supervisor. If the response is determined to not be scorable, it is assigned a condition code. Condition codes are assigned for responses that are blank (B), insufficient (I), written in a language other than English (L), off-topic (T), or off-purpose (M). See the table on the following page for more information about these condition codes.

PASSAGE-BASED WRITING	
CODE	**CONDITION CODE CATEGORY**
B	**Blank**
I	**Insufficient** The response is too brief to make a determination regarding whether it is on purpose or topic. For example: • Random keystrokes • Undecipherable text • "I hate this test" • "I don't know" • "I don't care"
L	**Non-Scorable for Language** The response is written in a language other than English.
T	**Off Topic** The response is unrelated to the task or the sources or shows no evidence that the student has read the task or the sources.
M	**Off Purpose** The student has clearly not written to the purpose designated in the task. • An off-purpose response addresses the topic of the task but not the purpose of the task • Off purpose responses are generally developed responses clearly not written to the designated purpose.

Technology Enhanced Item Scores

Technology Enhanced (TE) items are computer-delivered test questions that include specialized interactions; these items 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 show 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 containing an embedded keyboard for math functions that can be used to answer the question

Evidence Based Selected Response—an item consisting of two parts, with each part being multiple choice or a 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

Differences between Online and Paper/Pencil Items

The MC and CR items appear the same in both the online testing environment and in 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. 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 student fills 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 ELA, mathematics, and social studies for each valid test. (The M-STEP science assessment was a statewide field test in 2019; therefore, although student responses may be considered valid, there is not a scale score in science.) Scale scores are the basic unit of reporting. A scaled score is calculated from a total number of points the student scores on the item, 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. 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.

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 indicates the student is making **adequate progress**

The yellow bar indicates **attention** may be indicated

The orange bar indicates the student is most **at risk** of falling behind

A complete test is required in order to calculate the claim performance indicators. 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 not 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; that is:

- 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, while four proficiency levels are 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 performance 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 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 help teachers and school staff gain a deeper understanding of what the student knows and is able to do in relation to Michigan's Academic Standards.

Student Growth Data

Student Growth Scores (SGPs, previously called Student Growth Percentiles), Growth Target Scores (AGP, previously called Adequate Growth Percentiles), and Growth Target Timeframe will appear on the Individual Student Report, Student Roster, Student Growth and Proficiency Report, Student Overview, and in the student data files accessed through the Secure Site.

Growth data are relative to students in Michigan who had comparable achievement scores on prior state-level tests. This means only those 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 fifth grade social studies and third grade ELA or mathematics.

Growth scores describe a student's learning over time compared to other students who took the same test and had similar prior test scores. Growth Scores are percentiles that range from one to 99 with 50 being the average and indicate how many scores in the comparison group are below that score. For example, a Growth Score of 60 means the student had higher growth than 60 percent of comparable students.

Growth Target Scores also range from one to 99 and represent the amount growth above or below average a student needs to maintain year-over-year to reach or maintain proficiency by the end of the set number of years. For example, consider a Growth Target Score of 80. This means the student must maintain considerably above average growth year-over-year to reach or maintain proficiency by the end of the set number of years.

Growth Target Timeframes range from one to three years and are the number of years expected for a student to reach or maintain proficiency. Growth Target Timeframes are set based on how long it has historically taken similar students to reach or maintain proficiency.

Growth data add important context for understanding the growth of individual students and growth patterns within groupings of students. When combined with achievement scores and proficiency categories, growth data can help educators understand how students' achievement scores compare to their peers in the state who had comparable prior test scores. Growth data will be added to reports after the initial release

of reports, due to the additional time required to calculate them. Visit the MDE Accountability website for more information on Student Growth Resources (www.michigan.gov/mde/0,4615,7-140-22709_59490-298094--,00.html).

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 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; the recommendations are made to the Michigan State Superintendent of Public Instruction, 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 Academic Standards in each subject and grade.

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

Performance Level (PL) Descriptors

Not Proficient: The student's performance is not yet proficient and indicates minimal understanding and application of key academic content standards defined for Michigan students. The student needs intensive intervention and support to improve achievement.

Partially Proficient: The student's performance is not yet proficient, indicating a partial understanding and application of key academic content standards defined for Michigan students. The student needs assistance to improve achievement.

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

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

2019 M-STEP Performance Level Scale Score Ranges

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

2019 M-STEP
Performance Level Scale Score Ranges

Subject	Grade	Level 1 Not Proficient	Level 2 Partially Proficient	Level 3 Proficient	Level 4 Advanced
Mathematics	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
Social Studies	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

NOTE: The 2019 M-STEP Science assessment was a field test. Scale Scores are not calculated for field test data; therefore, Performance Level ranges are not available for the 2019 M-STEP Science assessment.

Section 4: Appropriate Use of the Data Provided in Assessment Reports

Appropriate Uses and Limitations of Summative Assessment Data

M-STEP reports and data are an important part of a comprehensive assessment system that schools and districts should use in data-driven decision-making when considering curriculum development and instructional program evaluation. M-STEP assessment data should be shared with administrators, curriculum directors, instructional coaches, instructional leaders, and teachers. While reviewing the summative assessment data, educators should be aware of the appropriate uses – and limitations – of the data.

Individual Level Data

Uses: Summary information is provided for individual students. The student's scale score provides an indication of the student's proficiency at the time the test was taken. Scale scores represent what the student knows and is able to do in relation to Michigan's Academic Standards. Scale scores are sorted into ranges of Performance Levels, which are used to indicate student progress toward college and career readiness. The M-STEP Performance Levels are Not Proficient, Partially Proficient, Proficient, and Advanced. More information about Performance Levels and how cut scores are determined is available under "Performance Levels" in the How Scores are Reported chapter of this guide.

Limitations: The M-STEP is a summative assessment administered at the end of the student's instructional program. M-STEP results measure the standards that are assessed on the M-STEP; they do not reflect student skills and abilities that are not part of assessed content. Results of the M-STEP should be used together with other assessment and classroom performance information to provide a more complete picture of student performance.

Aggregated Data

Uses: Summary information about student performance is provided by aggregate groups. This includes:

- overall mean scale scores by school, district, and state
- overall mean scale scores for identified demographic groups by school, district, and state
  - This information can be used to compare the results of your school or district to the results in the state. You can also compare the results of a demographic group within your school or district to the overall performance of students in your school or district. Demographic group performance can also be compared to the state.
- social studies percentages of points earned by expectation, aggregated at the school, district, and state levels
- ELA and mathematics relative strength/weakness information by assessment target, aggregated at the school, district, and state levels
  - Assessment target relative performance as compared to performance on the test as a whole is provided at the school, district, and state levels. You can identify areas of relative weakness by assessment target for the identified aggregate group. Educators should use the Crosswalk documents provided on the M-STEP web page (www.michigan.gov/mstep) under the **Content Specific Information** section to identify how assessment targets are grouped into claim information and to identify which content standards are assessed in each assessment target.
- Expectation (for social studies) and assessment target (for ELA and mathematics) subscores provide information about aggregate group performance on portions of the test. You can use differences

in mean subscores, in conjunction with other formative and benchmark assessment data, to investigate the curriculum and instruction at the school or district levels.

Limitations: Overall aggregate mean scale scores provide a snapshot of information about a group of students' performance on the test. These results should be used within a comprehensive assessment system which includes formative and benchmark assessment data to provide a more complete picture of student achievement.

Claim and expectation subscore data may represent small numbers of items. Assessment targets are reported only when there are more than three items assessed, and when there are at least 15 students and 25 unique responses on the items for the assessment target. When these parameters are met, and the difference between the aggregate group's mean score on the test overall is above the desired statistical threshold, the target is reported as "relative strength." Similarly, when the differences is less than the desired statistical threshold, the target is reported as "relative weakness." Otherwise the target is reported as "neither strength nor weakness."

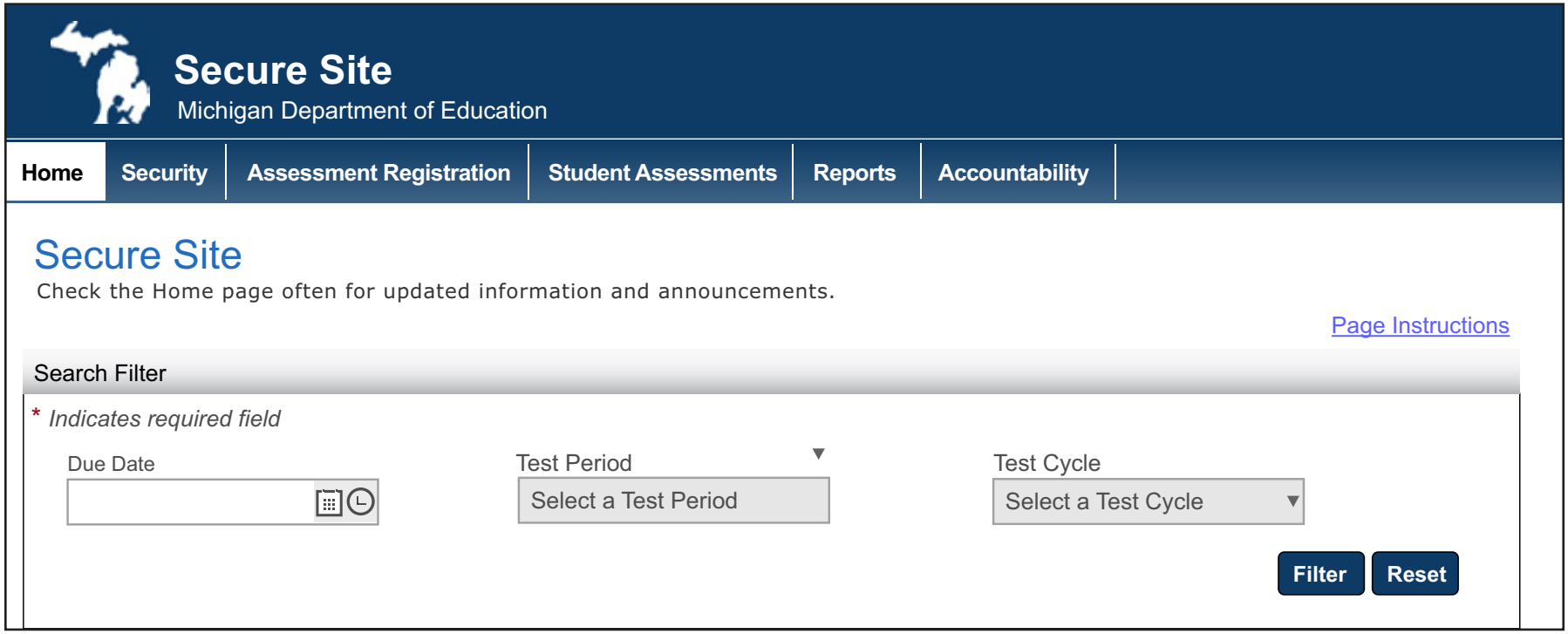
Some expectations are assessed using fewer than five items. Use caution when interpreting results based on a few items on the test. These results should be used within a comprehensive assessment system which include formative and benchmark assessment data.

Note About Longitudinal Assessment Data: Annual assessment data are usually cross-sectional. Caution should be used if making any historical (longitudinal) comparisons at any level of the student population as assessment scales may have changed over the years.

Section 5: 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 Office of Educational Assessment and Accountability (OEAA) Secure Site. Detailed directions for accessing the M-STEP reports are documented in **Michigan's Dynamic Score Reporting Site User Guide** located on the M-STEP web page (www.michigan.gov/mstep).

The Secure Site



M-STEP reports are available through the OEAA Secure Site (www.michigan.gov/oeaa-secure). 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 Michigan Education Information System (MEIS) login in order to access the Secure Site. For instructions on how to obtain a MEIS login, go to Secure Site Training web page (www.michigan.gov/securesitetraining) 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:

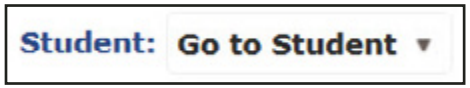
1. **Welcome Page:** provides detailed directions for accessing the reports based on user role

Welcome to Michigan's Dynamic Score Reporting Site

To access your reports, verify the assessment (M-STEP, PSAT, 8/9, or SAT): the site will default the assessment based on your test cycle section in the OEAA Secure Site. For example, if you selected Spring 2019 M-STEP in the Secure Site, the default assessment selection will be M-STEP.

1) Select a report from the **Report** dropdown menu above.
(Note: The page will refresh with available filters in the left margin.)
2) District users may need to select the desired school to display the report.
3) Select from the filters on the left margin.
4) 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

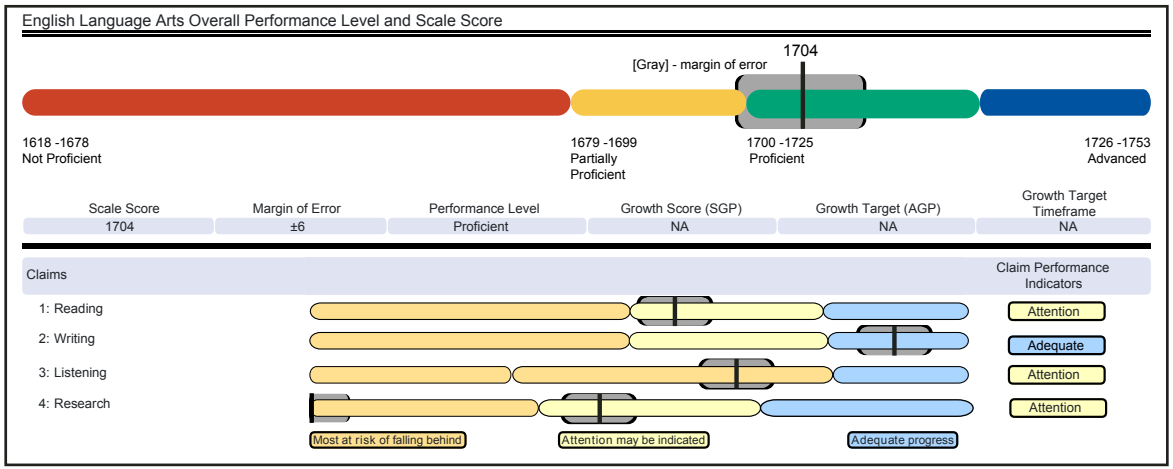


3. **The Actions button menu:** these options vary depending on the report

Options in the **Choose an Action** menu include:

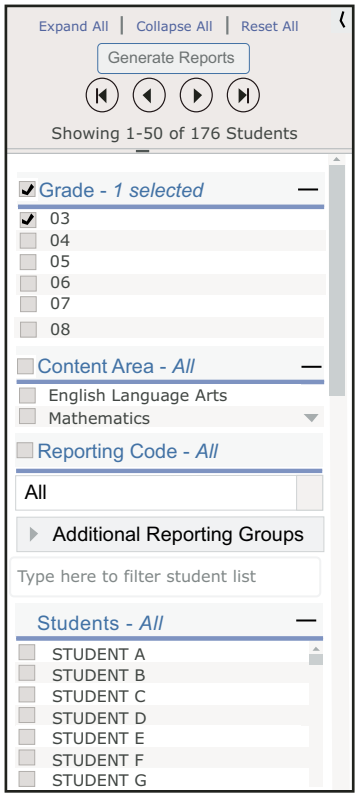
- **About this Report** - document available in the Dynamic Score Reporting Site describes the data contained in the report
- **PDF Download** - to view individual or small groups of reports
- **Zip (Bulk PDF) Download** - to print a large group of reports
- **CSV File Download** - contains all student data found in the report
- **CSV File Format** - describes the data contained in the CSV file download
- **Dynamic Score Reporting User Guide** – describes how to access and navigate the Dynamic Score Reporting Site
- **Interpretive Guide to Reports** – the Interpretive Guide to M-STEP Reports

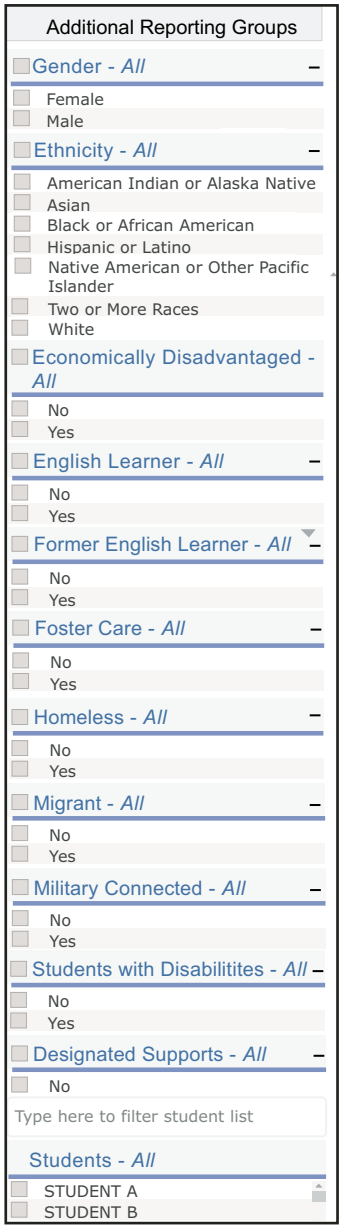
4. **Report Body:** contains the selected report with the results of the filtered input



Filter Pane: Allows the user to filter by grade, content area, reporting code, and individual students; also allows the user to generate reports. The student filter has a predictive search feature. To filter the results, the user types the name of the student(s) into the search bar. The options available in the Filter Pane vary depending on the report. Filter options may include:

- Student Population
- Grade
- Content
- Reporting Code
- Performance Level
- Additional Reporting Groups Accordion:
  - Gender
  - Ethnicity
  - Economically Disadvantaged
  - English Learner
  - Former English Learner
  - Foster Care
  - Homeless
  - Migrant
  - Military Connected
  - Students with Disabilities
  - Homeschooled
- Students-All





Cover Page: Individual-level student reports 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.

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.

What's New!

New features have been added to the Dynamic Score Reports for 2019.

Assessment selection section for M-STEP, PSAT 8/9, and SAT with Essay: Users can now select which assessment reports to view: M-STEP, PSAT 8/9, or SAT with Essay. The site will default to the assessment selection based on which test cycle selection was made in the OEAA Secure Site. Once in the site, users can select either the M-STEP, PSAT 8/9, or SAT with Essay reports.

Aggregate data for groups less than 10 is no longer suppressed by the Michigan Department of Education.

New Filter Options: The new filters available in 2019 are Foster Care: Yes/No and Military Connected: Yes/No. These filters are available on the individual student reports in the filter pane area and are reported as demographic subgroups on the Demographic Reports.

New Reports:

- **Demographic Claims Report:** This new report provides aggregated claim score data by school, district, and state overall and by demographic group for ELA and mathematics.
- **Student Growth and Proficiency Report:** This new report provides individual student scale score, performance level, and growth data. Student growth is plotted against the student's scale score and performance level to show student achievement against growth data.
- **Science Field Test ISR:** This new report provides individual student raw score percentage of points earned on the Science Field Test.
- **Science Field Test Summary Report:** This updated report displays aggregated raw score percentage of points earned in quartiles, showing the range of observed scores by aggregate group, the mean percentage of points earned, and the median percentage of points earned.

Note regarding Science Field Test reports: These reports are based on data from field test items. The M-STEP Science Field Test data is used to determine how well the field test items measure the intended standards. This data is not intended to provide proficiency information in relation to the Michigan K-12 science standards or domains.

Growth Data: Growth data will be available on the individual level reports after the initial release of reports. Growth scores (formerly called Student Growth Percentiles [SGP]), Growth Target Scores (formerly called Adequate Growth Percentiles [AGP]), and Growth Target Timeframe scores are reported.

- **Growth Scores** range from one to 99, with 50 being average, and represent the percentage of comparable students—those who took the same test and had similar prior test scores—who had growth lower than the individual student. For example, a Growth Score of 60 means the student had higher growth than 60 percent of comparable students.
- **Growth Target Scores** also range from one to 99 and represent the amount of growth above or below average a student needs to maintain year-over-year to reach or maintain proficiency by the end of the set number of years. For example, consider a Growth Target Score of 80. This means the student must maintain considerably above average growth year-over-year to reach or maintain proficiency by the end of the set number of years.
- **Growth Target Timeframes** range from one to three years and are the number of years expected for a student to reach or maintain proficiency. Growth Target Timeframes are set based on how long it has historically taken similar students to reach or maintain proficiency.

Passage-based Writing Prompt: On the Individual Student Report and the Student Roster report for ELA only, the Passage-based Writing Prompt raw score is reported. The Passage-based Writing prompt score is one portion of the Writing claim score. The score is reported as Points Earned out of Points Possible (PE/PP). Scores range from zero to four. If a student response was determined to be non-scorable, the condition code category is reported. See the diagram on page 8 for information about condition code scores.

Section 6: Reports

Student Level Data Reports

Student Record Labels

The Student Record Labels 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. The labels 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
DOB: 00/00/0000
Gender: M
Grade: 5
Spring 20XX

Content	SS	Performance Level
ELA	1516	3-Proficient
Mathematics	1550	4-Advanced
Science	N/A	Not Applicable
Social Studies	1493	2-Partially Proficient

Student Record Labels

This report provides information about the student's overall scale score and performance level.

The report can help educators:

- view overall summary score and performance level information at a glance
- view on student record folder for snapshot at-a-glance achievement information

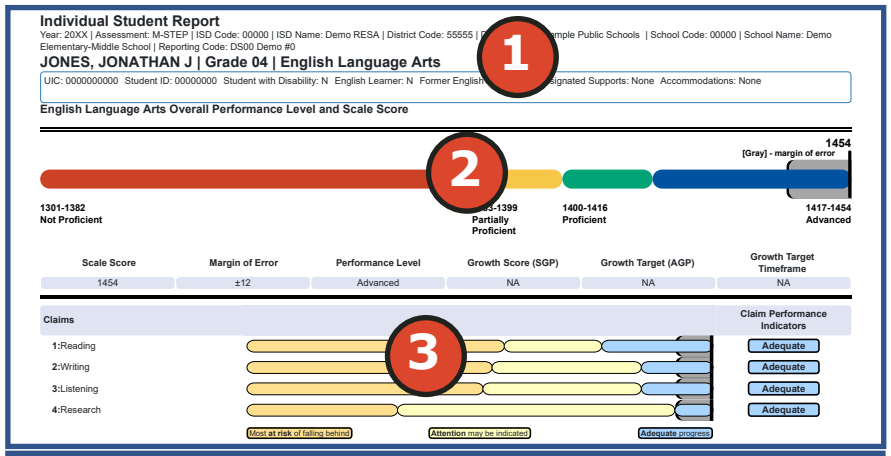
Individual Student Data Reports

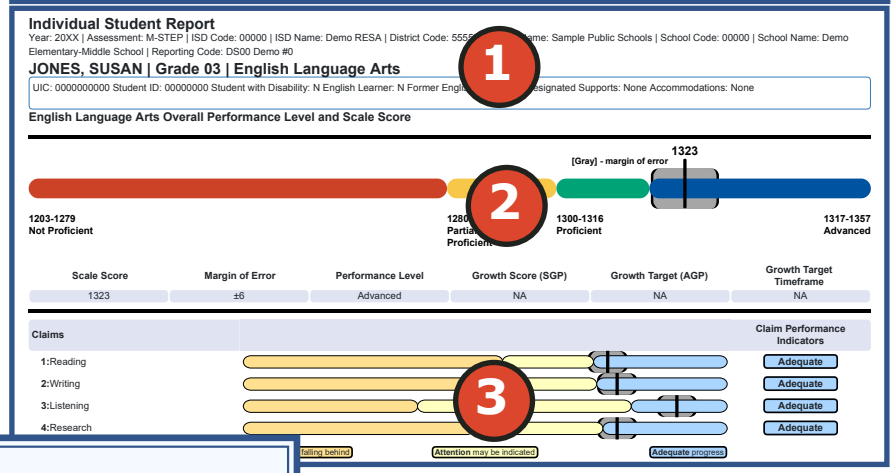
Individual Student Report

The Michigan Student Test of Educational Progress (M-STEP) Individual Student Report (ISR) provides information about student performance by content area. Each student will have a separate ISR for English language arts, mathematics, and social studies. Individual level scores for the M-STEP Science Field Test are not included in the ISR.

The report is divided into three main sections:

1. Student demographic information
2. Overall content performance
3. Detailed claim data for ELA and mathematics, and discipline and content expectation data for 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 marked as a Student with Disability, English Learner, or Former English Learner in the Michigan Student Data System (MSDS). Additionally, any designated supports or accommodations the student received during the assessment (as indicated by the DRC INSIGHT Portal or the paper/pencil answer document) are displayed.

Individual Student Report

This report provides information about:

- Individual student overall scale score and performance level
- ELA and mathematics claim scores
- Passage-based Writing (PBW) raw score
- Social studies discipline raw scores
- Growth data: growth score, growth target, and growth target timeframe

This report can help educators:

- view a snapshot of student performance
- help to inform, along with local assessment data, student progress based on Michigan's Academic Standards

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. Scale score ranges for each performance level are also shown on the graphic.

Growth Data are available after the initial release of assessment reports and includes:

- Growth Score (SGP)
- Growth Target Score (AGP), and
- Growth Target Timeframe.

Growth Scores range from one to 99, with 50 being average, and represent the percent of comparable students, those who took the same test and had similar prior test scores, that had growth lower than that student. For example, a Growth Score of 60 means the student had higher growth than 60 percent of comparable students.

Growth Target Scores also range from one to 99 and represent the amount growth above or below average a student needs to maintain year-over-year to reach or maintain proficiency by the end of the set number of years. For example, consider a Growth Target Score of 80. This means the student must maintain considerably above average growth year-over-year to reach or maintain proficiency by the end of the set number of years.

Growth Target Timeframes range from one to three years and are the number of years expected for a student to reach or maintain proficiency. Growth Target Timeframes are set based on how long it has historically taken similar students to reach or maintain proficiency.

Detailed Claim and Discipline/Content Expectation Data

Claim performance indicators for ELA and mathematics are reported. 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 indicates the student is making **adequate progress**

The yellow bar indicates **attention** may be indicated

The orange bar 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. 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 on the M-STEP web page (http://www.michigan.gov/mstep).

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 not reported.

Social studies content standards are organized by disciplines. Raw scores, that is points earned out of total points possible, are reported for each discipline and Grade Level Content Expectation (GLCE) within the discipline. Raw scores are not comparable across test forms.

For ELA only, the Passage-based Writing raw score is reported. The PBW score is one portion of the Writing claim score. The score is reported as Points Earned out of Points Possible (PE/PP). Scores range from zero to four. If a student response was determined to be non-scorable, the condition code category is reported. Condition code categories are:

- **Blank** – the response area is blank
- **Insufficient** – the response is too brief to make a determination regarding whether it is on purpose or topic
- **Non-Scorable for Language** – the response is written in a language other than English.

- **Off-Topic** – the response is unrelated to the task or the sources or shows no evidence that the student has read the task or the sources
- **Off-Purpose** – the student has clearly not written to the purpose designated in the task

Report Features

Features of the Individual Student Report are described below.

Filters

The filter area allows users to filter reports based on content area, grade, reporting codes, demographic groups, or by individual students.

- **Grade** – Multiple selections are allowed. Users can filter by grades, according to the grades that are tested in the entity. The grade filter defaults to the lowest grade tested.
- **Content area** – Multiple selections are allowed. Users can filter by tested content areas. Content area filters default to "all".
- **Performance Level** – Multiple selections are allowed. Users can filter by performance level. Performance Level filters default to "all".
- **Reporting Code** - Multiple selections are allowed. If the school has assigned reporting codes to students, then students may be filtered on the available reporting codes. The reporting code has a predictive search feature; as the user enters letters, the list of selectable reporting codes shortens.
- **Additional Reporting Groups** - All Additional Reporting Groups default to all. The available filters in the Additional Reporting Groups include:
  - Gender
  - Ethnicity
  - Economically Disadvantaged
  - English Learner
  - Former English Learner
  - Foster Care
  - Homeless
  - Migrant
  - Military Connected
  - Students with Disabilities
- **Homeschooled** – Users can filter reports by homeschooled students. The Homeschooled filter defaults to "no".
- **Students** - Users can filter the report to include only selected students. The student filter has a predictive search feature; as the user enters letters, the list of selectable students shortens.

Actions

The Actions button appears after a report is selected from the Report drop-down menu and contains the following options for the Individual Student Report:

- **About this Report** – document available in the Dynamic Score Reporting Site that describes the data contained in the report
- **PDF Download** – opens a PDF of the reports, according to what is selected in the filter area; user can print individual or small groups of reports from this option
- **Zip (Bulk PDF) Download** – opens a zip file that contains reports for all students in the school; user can download and print reports for large groups of students
- **Dynamic Score Reporting User Guide** – describes how to access and navigate the Dynamic Score Reporting Site
- **Interpretive Guide to Reports** –the Interpretive Guide to M-STEP Reports

Go to Student

The Go to Student menu allows the user to go directly to the generated report for the selected student.

Parent Report

Parent Reports are printed and shipped to schools for distribution to parents. Parent Reports are also made available to schools in the Dynamic Score Reporting Site for reprinting or to provide additional copies to parents or guardians.

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

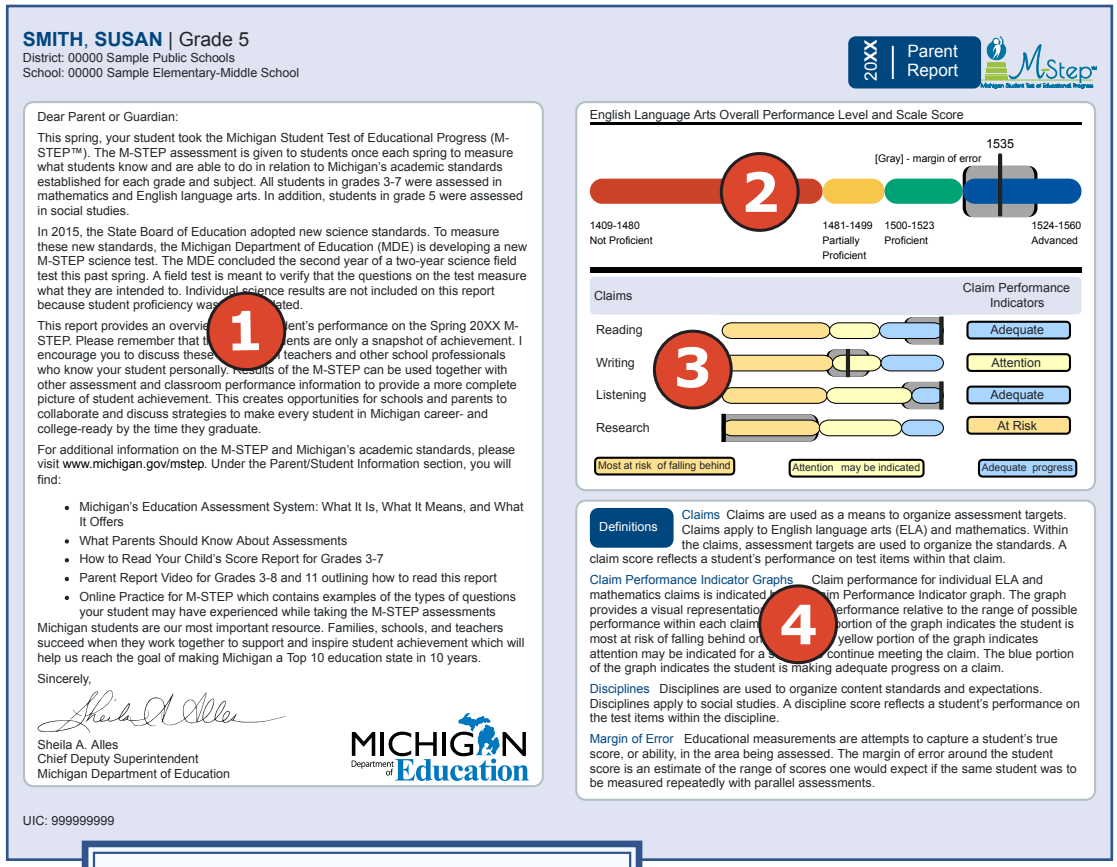
1. Superintendent Letter
2. Overall Performance Level and Scale Score
3. Detailed claim data for ELA and mathematics, and discipline data for social studies
4. Definitions for Parents
5. Performance Level Descriptors

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 Data

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



SMITH, SUSAN | Grade 5
District: 00000 Sample Public Schools
School: 00000 Sample Elementary-Middle School

20XX | Parent Report

Dear Parent or Guardian:

This spring, your student took the Michigan Student Test of Educational Progress (M-STEP™). The M-STEP assessment is given to students once each spring to measure what students know and are able to do in relation to Michigan's academic standards established for each grade and subject. All students in grades 3-7 were assessed in mathematics and English language arts. In addition, students in grade 5 were assessed in social studies.

In 2015, the State Board of Education adopted new science standards. To measure these new standards, the Michigan Department of Education (MDE) is developing a new M-STEP science test. The MDE concluded the second year of a two-year science field test this past spring. A field test is meant to verify that the questions on the test measure what they are intended to. Individual science results are not included on this report because student proficiency was [illegible]ated.

This report provides an overvie[illegible]ent's performance on the Spring 20XX M-STEP. Please remember that t[illegible]ents are only a snapshot of achievement. I encourage you to discuss these [illegible] teachers and other school professionals who know your student personally. Results of the M-STEP can be used together with other 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's academic standards, please visit www.michigan.gov/mstep. Under the Parent/Student Information section, you will find:

- Michigan's Education Assessment System: What It Is, What It Means, and What It Offers
- What Parents Should Know About Assessments
- How to Read Your Child's Score Report for Grades 3-7
- Parent Report Video for Grades 3-8 and 11 outlining how to read this report
- Online Practice for M-STEP which contains examples of the types of questions your student may have experienced while taking the M-STEP assessments

Michigan students are our most important resource. Families, schools, and teachers succeed when they work together to support and inspire student achievement which will help us reach the goal of making Michigan a Top 10 education state in 10 years.

Sincerely,

Sheila A. Alles
Chief Deputy Superintendent
Michigan Department of Education

MICHIGAN Department of Education

English Language Arts Overall Performance Level and Scale Score

1535
[Gray] - margin of error

1409-1480 Not Proficient | 1481-1499 Partially Proficient | 1500-1523 Proficient | 1524-1560 Advanced

Claims	Claim Performance Indicators
Reading	Adequate
Writing	Attention
Listening	Adequate
Research	At Risk

Most at risk of falling behind | Attention may be indicated | Adequate progress

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 Graphs Claim performance for individual ELA and mathematics claims is indicated [illegible]im Performance Indicator graph. The graph provides a visual representatio[illegible]erformance relative to the range of possible performance within each claim[illegible]portion of the graph indicates the student is most at risk of falling behind o[illegible] yellow portion of the graph indicates attention may be indicated for a [illegible] continue meeting the claim. The blue portion of the graph indicates the student is making adequate progress on a claim.

Disciplines Disciplines are used to organize content standards and expectations. Disciplines apply to 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.

UIC: 999999999

Parent Report

This report provides information about:

- individual student overall scale score and performance level
- ELA and mathematics claim performance information
- Social studies discipline raw scores

This report can help educators:

- see a snapshot of student progress based on grade-level Michigan Academic Standards

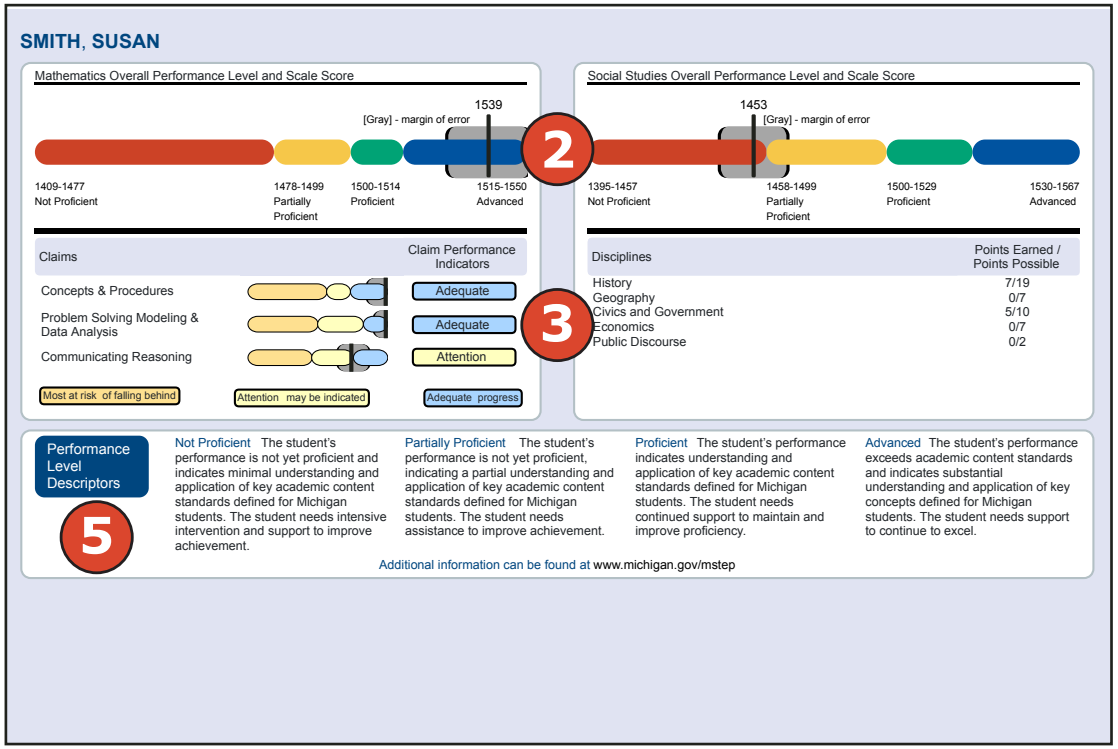
The blue bar indicates the student is making **adequate progress**.

The yellow bar indicates **attention** may be indicated.

The orange bar 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".

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.



Report Features

Filters

Users may choose from several filters before generating a report:

- 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** - document available in the Dynamic Score Reporting Site that describes the data contained in the report
- **PDF Download** – opens a PDF of the Parent Reports, according to what is selected in the filter area; user can print individual or small groups of reports from this option
- **Zip (Bulk PDF) Download** – opens a zip file that will allow the user to download and print all reports for large groups of students
- **Dynamic Score Reporting User Guide** – describes how to access and navigate the Dynamic Score Reporting Site
- **Interpretive Guide to Reports** –the Interpretive Guide to M-STEP Reports

Student Roster

The M-STEP Student Roster Report provides information about student performance by content area.

The report is divided into five main sections.

Overall Proficiency Summary

Overall proficiency summary data is displayed in graphic format for each group.

- State – All students in the state
- District – All students in the district
- School – All students in the school
- Rostered Students - Students displayed in the roster according to user filter selections

The data displayed in the table is:

- Total number of valid tests
- Mean scale score
- Percent of valid tests in each performance level (Not Proficient, Partially Proficient, Proficient, and Advanced)

The data displayed in the graph is:

- Percent of valid tests in each performance level (Not Proficient, Partially Proficient, Proficient, and Advanced)
- Number of valid tests in each performance level (Not Proficient, Partially Proficient, Proficient, and Advanced) – displayed in the hover feature

Rostered Students Description

Students meeting 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.

- Number of students displayed in the student roster—all students who tested in the selected filters including students with invalid tests
- Student Name as last name, first name, middle initial—student name is sortable
- Unique Identification Code (UIC) displayed when clicking the Information or ⓘ icon
- Date of Birth (DOB)—displayed when the Information or ⓘ icon is clicked

Student Roster Report

This report provides information about:

- Groups of students, aggregated by state, district, school, and rostered list – overall performance level and scale score
- Individual student – overall performance level and scale score
- ELA and mathematics claim performance information
- Passage-based Writing (PBW) raw score
- Social studies discipline raw scores

This report can help educators:

- compare overall performance for each aggregated group of students
- view student overall scale score and performance level for rostered students
- view student performance sorted by scale score, claim, discipline, or PBW raw score data

Overall Content Performance (Table Format) Description

Overall content area scale scores, including margin of error and the associated performance level, are provided as a graphic and as a table. Scale score ranges for each performance level are also shown on the graphic.

Growth Data includes Growth Score, Growth Target Score, and Growth Target Timeframe. Growth Scores (SGP), Growth Target Scores (AGP), and Growth Target Timeframes will be available after the initial release of student reports.

Growth Scores range from one to 99, with 50 being average, and represent the percentage of comparable students—those who took the same test and had similar prior test scores—who had growth lower than that student. For example, a Growth Score of 60 means the student had higher growth than 60 percent of comparable students.

Student Roster Report

Year: 20XX | Assessment: M-STEP | ISD Code: 00000 | ISD Name: Demo RESA | District Code: 55555 | District Name: Sample Public Schools | School Code: 00000 | School Name: Demo Elementary-Middle School | Reporting Code: All

Grade 03 | English Language Arts

Proficiency Summary

Entity Aggregation	No. Valid Tests	Mean Scale Score	Not Proficient (NP)	Partially Proficient (PP)	Proficient (P)	Advanced (A)	Overall Proficiency Summary
State-All Students	1161	1315.5	20.1%	17.7%	15.1%	47.2%	
District-All Students	894	1314.3	20.6%	18.2%	15.2%	46%	
School-All Students	729	1313.5	21.4%	18.4%	14.5%	45.7%	
Rostered Students	573	1327	0%	23.4%	18.5%	58.1%	

0 20 40 60 80 100

Not Proficient (NP) | Partially Proficient (PP) | Proficient (P) | Advanced (A)

[Gray] - margin of error | Most at risk of falling behind | Attention may be indicated | Adequate progress | PE/PP - Points Earned/Points Possible

Students▼ (Total = 573)	Scale Score	Margin of Error	Perf. Level	SGP	Growth Target AGP	Growth Target Time frame	Overall Scale Score 1203-1279 Not Proficient (NP) / 1280-1299 Partially Proficient (PP) / 1300-1316 Proficient (P) / 1317-1357 Advanced (A)	Reading	Writing	Listening	Research	Passage-based Writing PE/PP
ABCD, STUDENT A	1357	±13	A	NA	NA	NA		Adequate	Adequate	Adequate	Adequate	4/4
ABCD, STUDENT B	1296	±6	PP	NA	NA	NA		Attention	Attention	Attention	Attention	2/4
ABCD, STUDENT C	1294	±6	PP	NA	NA	NA		Attention	Attention	Attention	Attention	4/4
ABCD, STUDENT D	1329	±6	A	NA	NA	NA		Adequate	Adequate	Adequate	Attention	4/4
ABCD, STUDENT E	1309	±6	P	NA	NA	NA		Adequate	Attention	Attention	At Risk	I
ABCD, STUDENT F	1323	±6	A	NA	NA	NA		Adequate	Adequate	Adequate	Adequate	4/4
ABCD, STUDENT G	1323	±6	A	NA	NA	NA		Attention	Adequate	Adequate	Attention	4/4
ABCD, STUDENT H	1357	±13	A	NA	NA	NA		Adequate	Adequate	Adequate	Adequate	4/4

Growth Target Scores also range from one to 99 and represent the amount growth above or below average a student needs to maintain year-over-year to reach or maintain proficiency by the end of the set number of years. For example, consider a Growth Target Score of 80; this means the student must maintain considerably above average growth year-over-year to reach or maintain proficiency by the end of the set number of years.

Growth Target Timeframes range from zero to three years and are the number of years expected for a student to reach or maintain proficiency. Growth Target Timeframes are set based on how long it has historically taken similar students to reach or maintain proficiency.

For each selected student, the following is displayed:

- **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, and selecting it twice sorts in descending order.
- **Margin of Error:** (gray band in graphic)
- **Performance Levels:**
  - NP = Not Proficient
  - PP = Partially Proficient
  - P = Proficient
  - A = Advanced
- **Growth Score (SGP):** available after the initial release of reports
  - The SGP is sortable. Sorting by SGP will result in a list of selected students in order of SGP (ascending or descending); selecting "SGP" once sorts in ascending order, and selecting it twice sorts in descending order.
- **Growth Target (AGP):** available after the initial release of reports
  - The AGP is sortable. Sorting by AGP will result in a list of selected students in order of AGP (ascending or descending); selecting "AGP" once sorts in ascending order, and selecting it twice sorts in descending order.
- **Timeframe:** The Timeframe is sortable.
  - Sorting by Timeframe will result in a list of selected students in order of Timeframe, with AGP as secondary sort (ascending or descending); selecting "Timeframe" once sorts in ascending order, and selecting it twice sorts in descending order.

4. Overall Content Performance (Graphic Format) Description

The performance data for each selected student is also displayed in graphic format. The ranges for the four performance levels are provided in the legend.

5. Summary Claim and Discipline Data

Claim performance level indicators are displayed for English language arts and mathematics. For 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.

The blue bar indicates the student is making **adequate progress**

The yellow bar indicates **attention** may be indicated

The orange bar 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, an ELA and/or mathematics claim 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.

For ELA only, the Passage-based Writing Prompt (PBW) raw score is reported. The Passage-based Writing Prompt score is one portion of the Writing claim score. The score is reported as Points Earned out of Points Possible (PE/PP). Scores range from 0-4.

If a student PBW response was determined to be non-scorable, the condition code category is reported. Condition code categories are:

- Blank – the response area is blank
- Insufficient – the response is too brief to make a determination regarding whether it is on purpose or topic
- Non-Scorable for Language – the response is written in a language other than English.
- Off-Topic – the response is unrelated to the task or the sources or shows no evidence that the student has read the task or the sources
- Off-Purpose – the student has clearly not written to the purpose designated in the task

The Passage-based Writing Prompt score is sortable.

Report Features

Features of the Student Roster Report are described below.

Filters

The filter area allows users to filter reports based on content area, grade, reporting codes, demographic groups, or students.

- **Grade** – Only one selection is allowed. Users can filter by the grades that are tested in the entity. The grade filter defaults to the lowest grade tested.
- **Content area** – Multiple selections are allowed. Users can filter by tested content areas. Content area filters default to "all".
- **Reporting Code** - Multiple selections are allowed. If the school has assigned reporting codes to students, then students may be filtered on the available reporting codes. The reporting code has a predictive search feature; as the user enters letters, the list of selectable reporting codes shortens.
- **Performance Level** – Multiple selections are allowed. Users can filter by performance level. Performance Level filters default to "all".
- **Additional Reporting Groups** - All Additional Reporting Groups default to "all". The available filters in the Additional Reporting Groups include:
  - Gender
  - Ethnicity
  - Economically Disadvantaged
  - English Learner
  - Former English Learner
  - Foster Care
  - Homeless
  - Migrant
  - Military Connected
  - Students with Disabilities
- **Students** - Users can filter the report to include only selected students. The student filter has a predictive search feature; as the user enters letters, the list of selectable students shortens.

Sort Options

There are several sort options available in the Student Roster Report.

- **Claims/Disciplines** (for English language arts [ELA] and mathematics) can be sorted individually. The first click sorts from high to low, the second click will sort from low to high.
- **Growth Score (SGP)** can be sorted from high to low on the first click; if clicked a second time, the Growth Score sorts from low to high.
- **Growth Target (AGP)** can be sorted from high to low on the first click; if clicked a second time, the Growth Target sorts from low to high.
- **Growth Target Timeframe** can be sorted from high to low on the first click; if clicked a second time, the Growth Target sorts from low to high. The secondary sort for Growth Target Timeframe is the Growth Target score.

- **Passage-based Writing (PBW)** can be sorted from high to low on the first click; condition codes sort at the bottom of the list in alphabetical order. If clicked a second time, the PBW is sorted from low to high, with condition codes at the top in alphabetical order.
- **Scale Score** can be sorted from high to low on the first click; if clicked a second time, the Scale Score sorts from low to high.
- **Student Name** initially displays the report in alphabetical order, with invalid reports grouped at the bottom of the report. Users can click to sort in reverse alphabetical order; invalid reports will display at the top.

Actions

The Actions button appears after a report is selected from the report drop-down menu and contains the following options for the Student Roster Report.

- **About this Report** – document available in the Dynamic Score Reporting Site that describes the data contained in the report
- **PDF Download** – opens a PDF of the Student Roster Reports, according to what is selected in the filter area; user can print individual or small groups of reports from this option
- **CSV File Download** – two downloadable files contain all student data that is found on the report; one file contains the data in the overall proficiency summary and the other file contains the data from the student roster
- **CSV File Format** – describes the data contained in the CSV file downloads
- **Dynamic Score Reporting Site User Guide** – describes how to access and navigate the Dynamic Score Reporting Site
- **Interpretive Guide to Reports** –the Interpretive Guide to M-STEP Reports

Drill-Down Feature

The Student Roster Report includes a drill-down feature that allows the user to select a student's name from 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 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 Michigan Student Test of Educational Progress (M-STEP) Student Overview Report provides summary information about student performance in English language arts (ELA), mathematics, and social studies in the selected grade. Individual-level scores are not included for the M-STEP Science Field Test.

For each content area, the report is divided into two main sections.

1. Overall Content Performance
2. Detailed Claim and Discipline Data

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.

Growth Data are available after the initial release of assessment reports and includes:

- Growth Score (SGP)
- Growth Target Score (AGP)
- Growth Target Timeframe

Growth Scores range from one to 99, with 50 being average, and represent the percent of comparable students—those who took the same test and had similar prior test scores—who had growth lower than that student. For example, a Growth Score of 60 means the student had higher growth than 60 percent of comparable students.

Growth Target Scores also range from one to 99 and represent the amount growth above or below average a student needs to maintain year-over-year to reach or maintain proficiency by the end of the set number of years. For example, consider a Growth Target Score of 80. This means the student must maintain considerably above average growth year-over-year to reach or maintain proficiency by the end of the set number of years.

Growth Target Timeframes range from one to three years and are the number of years expected for a student to reach or maintain proficiency. Growth Target Timeframes are based on how long it has historically taken similar students to reach or maintain proficiency.

Detailed Claim and Discipline Data

Claim performance indicators for English language arts and mathematics are reported. Performance level 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.

- The blue bar indicates the student is making adequate progress.
- The yellow bar indicates attention may be indicated.
- The orange bar 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. 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 the M-STEP web page (www.michigan.gov/mstep).

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 not reported.

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.

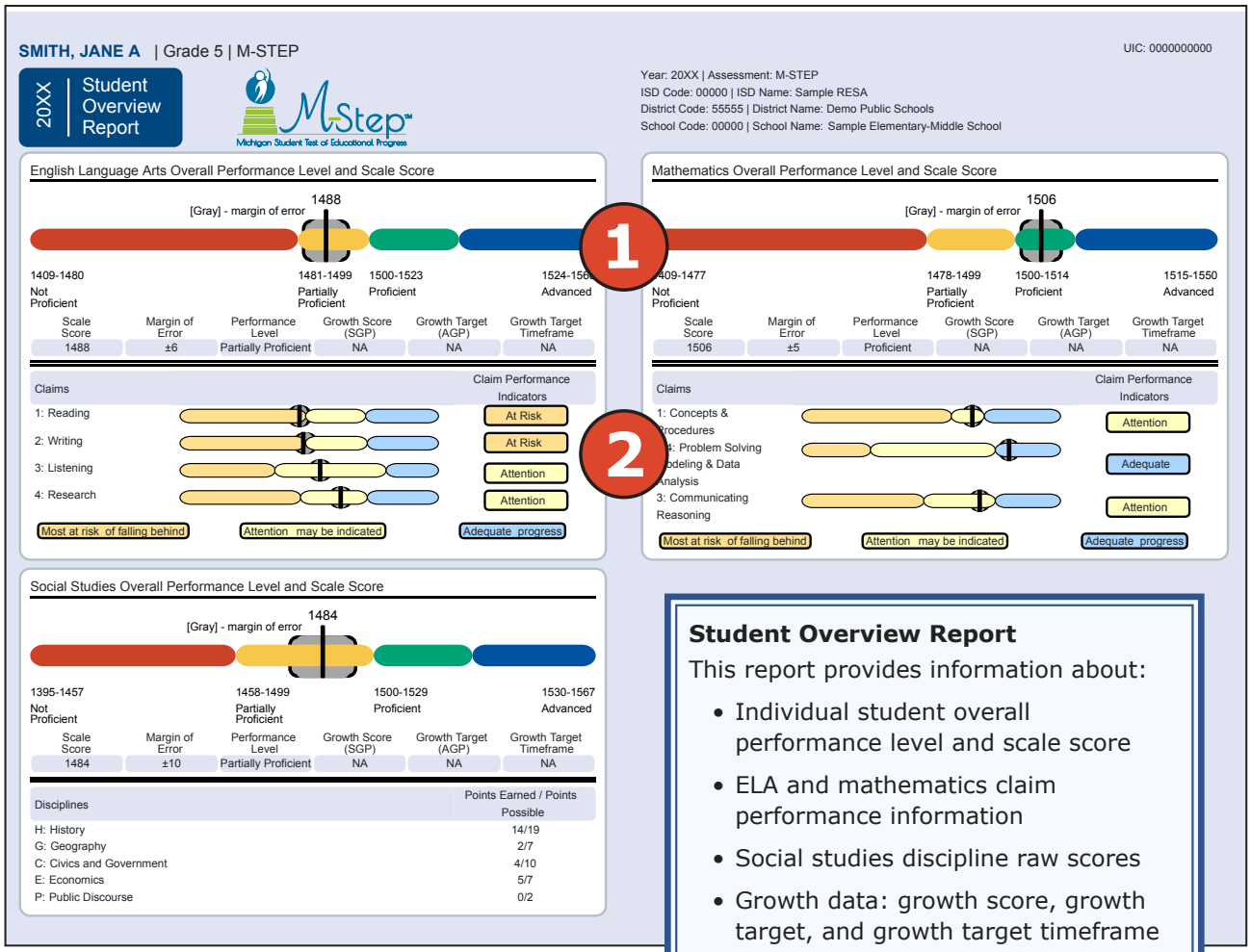
Report Features

Features of the Student Overview Report are described.

Filters

The filter area provides users the ability to filter reports based on content area, grade, reporting codes, demographic groups, or students.

- **Grade** – Only one selection is allowed. Users can filter by grades, according to the grades that are tested in the entity. The grade filter defaults to the lowest grade tested.
- **Additional Reporting Groups** - All Additional Reporting Groups default to "all". The available filters in the Additional Reporting Groups include:
  - Gender
  - Ethnicity
  - Economically Disadvantaged
  - English Learner
  - Former English Learner
  - Foster Care
  - Homeless
  - Migrant
  - Military Connected
  - Students with Disabilities
- **Homeschooled** - Users can filter reports by homeschooled students. The Homeschooled filter defaults to "no".



Student Overview Report

This report provides information about:

- Individual student overall performance level and scale score
- ELA and mathematics claim performance information
- Social studies discipline raw scores
- Growth data: growth score, growth target, and growth target timeframe

This report can help educators:

- view summary student performance on all content area tests allows users at a glance
- view a snapshot of individual student performance based on Michigan's Academic Standards

- **Students** - Users can filter the report to include only selected students. The student filter has a predictive search feature; as the user enters letters, the list of selectable students shortens.

Actions

The Actions button appears after a report is selected from the Report drop-down menu and contains the following options for the Student Overview Report.

- **About this Report** – document available in the Dynamic Score Reporting Site that describes the data contained in the report
- **PDF Download** – opens a PDF of the Student Overview Reports, according to what is selected in the filter area; user can print individual or small groups of reports from this option
- **Zip (Bulk PDF) Download** – opens a zip file that contains reports for all students in the school; user can download and print reports for large groups of students
- **Dynamic Score Reporting Site User Guide** – describes how to access and navigate the Dynamic Score Reporting Site
- **Interpretive Guide to Reports** –the Interpretive Guide to M-STEP Reports

Student Growth and Proficiency Report

The Michigan Student Test of Educational Progress (M-STEP) Student Growth and Proficiency Report provides information about student growth by content area. Each student in grades containing reportable growth data will have a separate Student Growth and Proficiency report for each content area test taken.

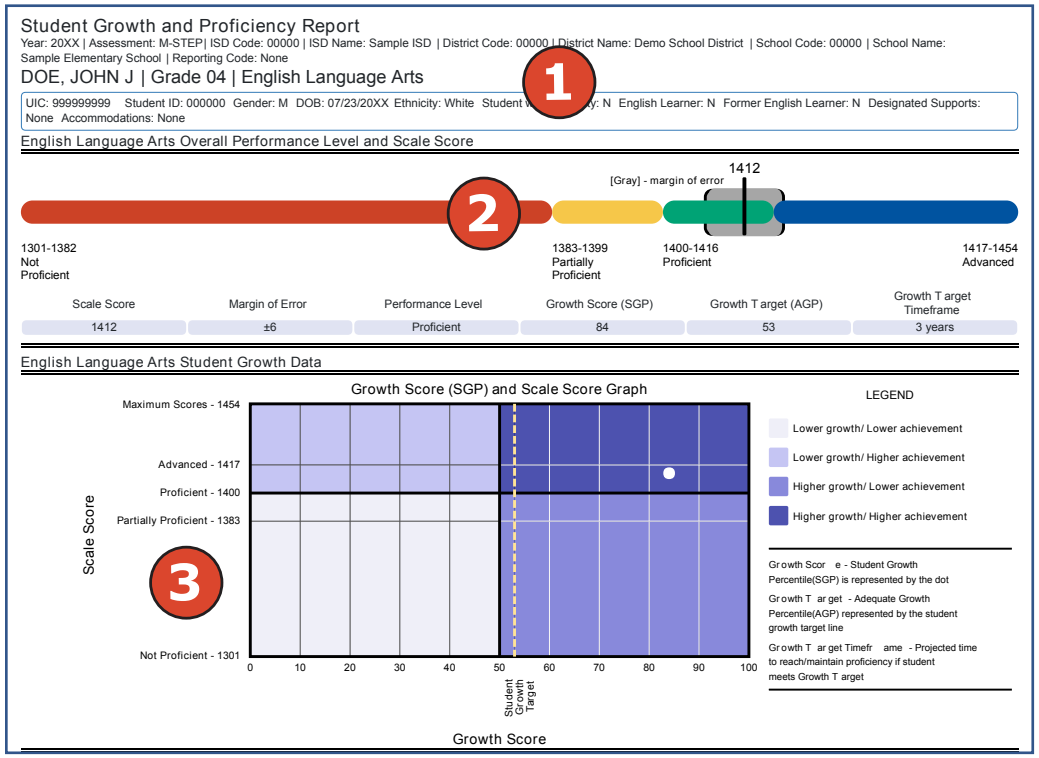
Grade three English language arts and mathematics, and grade five social studies reports are not included because there is no student growth data in these grades and content areas.

Student growth data is not calculated for the M-STEP Science Field Test, therefore the Science Field Test is not included in the Student Growth and Proficiency Report.

Due to the gap of three years or more between assessments in this content area at these grade levels, MDE does not report Growth Target data for grades eight and eleven social studies.

The report is divided into three main sections:

1. Student Demographic Information
2. Overall Content Performance
3. Student Growth Data Graph



Student Growth and Proficiency Report

This report provides information about:

- student proficiency
- student growth data include Growth Score, Growth Target Score, and Growth Target Timeframe
- student proficiency plotted against growth score

This report can help educators:

- view a snapshot of student proficiency and growth data
- view a snapshot of student growth target and timeframe to reach or maintain proficiency
- help to inform, along with other local assessment data, student proficiency and progress toward proficiency

Student Demographic Information

This section provides identifying information about the student including name, Unique Identification Code (UIC), district student ID if provided by the school, gender, data of birth, and ethnicity.

The report will indicate if the student has been marked as a Student with Disability, English Learner, or Former English Learner in the Michigan Student Data System (MSDS).

Additionally, any designated supports or accommodations the student received as indicated by the DRC INSIGHT Portal (formerly known as eDIRECT) or on the paper answer document 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. Scale score ranges for each performance level are also shown on the graphic.

Growth Data are available and includes:

- Growth Score (SGP)
- Growth Target Score (AGP)
- Growth Target Timeframe

Growth scores describe a student's learning over time compared to other students who took the same test and had similar prior test scores. Growth Scores are percentiles that range from1 to 99 with 50 being the average and indicate how many scores in the comparison group are below that score. For example, a Growth Score of 60 means the student had higher growth than 60 percent of comparable students.

Growth Target Scores also range from 1 to 99 and represent the amount of growth above or below average a student needs to maintain year-over-year to reach or maintain proficiency by the end of the set number of years. For example, consider a Growth Target Score of 80. This means the student must maintain considerably above average growth year-over-year to reach or maintain proficiency by the end of the set number of years.

Growth Target Timeframes range from 1 to 3 years and are the number of years expected for a student to reach or maintain proficiency. Growth Target Timeframes are set based on how long it has historically taken similar students to reach or maintain proficiency.

Student Growth Data Graph

The Growth Score (SGP) and Scale Score Graph plots student growth score against student scale score.

The x-axis of the graph labels student's growth score. The growth score of 50 is marked by a bold black line that separates the 'lower growth' sections from the 'higher growth' sections.

The y-axis of the graph labels the student's scale score. Scale score is labeled for each Performance Level range. Scale score ranges for Not Proficient, Partially Proficient, Proficient, and Advanced are labeled. The highest possible scale score is also labeled. The Proficient label is marked by a bold black line that separates the 'lower achievement' sections from the 'higher achievement' sections.

The student's growth score plotted against the scale score is marked by a dot. This dot indicates which section the student's growth and scale score represents. The key to the right of the graph identifies four sections. Each section is identified:

- Lower growth/ lower achievement
- Lower growth/ higher achievement
- Higher growth/ lower achievement
- Higher growth/ higher achievement

The legend to the right of the graph describes each data point for Growth Score, Growth Target, and Timeframe.

Report Features

Features of the Student Growth and Proficiency Report are described below.

Filters

The filter area provides users the ability to filter reports based on content area, grade, reporting codes, or students.

- **Grade** – Multiple selections are allowed. Users can filter by grades, according to the grades that are tested in the entity. The grade filter defaults to the lowest grade tested.
- **Content area** – Multiple selections are allowed. Users can filter by tested content areas. Content area filters default to all.
- **Performance Level** – Multiple selections are allowed. Users can filter by performance level. Performance Level filters default to all.
- **Reporting Code** - Multiple selections are allowed. If the school has assigned reporting codes to students, then students may be filtered on the available reporting codes. The reporting code has a predictive search feature: As the user enters letters the list of selectable reporting codes shortens.
- **Additional Reporting Groups** - All Additional Reporting Groups default to all. The available filters in the Additional Reporting Groups include:
  - Gender
  - Ethnicity
  - Economically Disadvantaged
  - English Learner
  - Former English Learner
  - Foster Care
  - Homeless
  - Migrant
  - Military Connected
  - Students with Disabilities
- **Students** - Users can filter the report to include only selected students. The student filter has a predictive search feature: As the user enters letters the list of selectable students shortens.

Actions

The actions button appears after a report is selected from the Report drop-down menu and contains the following options for the Student Growth and Proficiency Report:

- **About this Report** – document available in the Dynamic Score Reporting Site that describes the data contained in the report
- **PDF Download** – opens a PDF of the Student Overview Reports, according to what is selected in the filter area; user can print individual or small groups of reports from this option
- **Zip (Bulk PDF) Download** – opens a zip file that contains reports for all students in the school; user can download and print reports for large groups of students
- **Dynamic Score Reporting Site User Guide** – describes how to access and navigate the Dynamic Score Reporting Site
- **Interpretive Guide to Reports** –the Interpretive Guide to M-STEP Reports

Science Field Test Individual Student Report

The Michigan Student Test of Educational Progress (M-STEP) Science Field Test Individual Student Report displays individual student overall raw score percentage of points earned on the M-STEP Science Field Test.

Note: This report is based on data from field test items. The M-STEP Science Field Test data is used to determine how well the field test items measure the intended standards. This data is not intended to provide proficiency information in relation to the Michigan K-12 science standards or domains.

Decisions about school improvement goals, curriculum, or other instructional decisions should be based on locally developed science assessments that measure student achievement based on the Michigan K-12 science standards.

The report is divided into two main sections:

1. Student Demographic Information
2. Overall Raw Score Percentage

Student Demographic Information

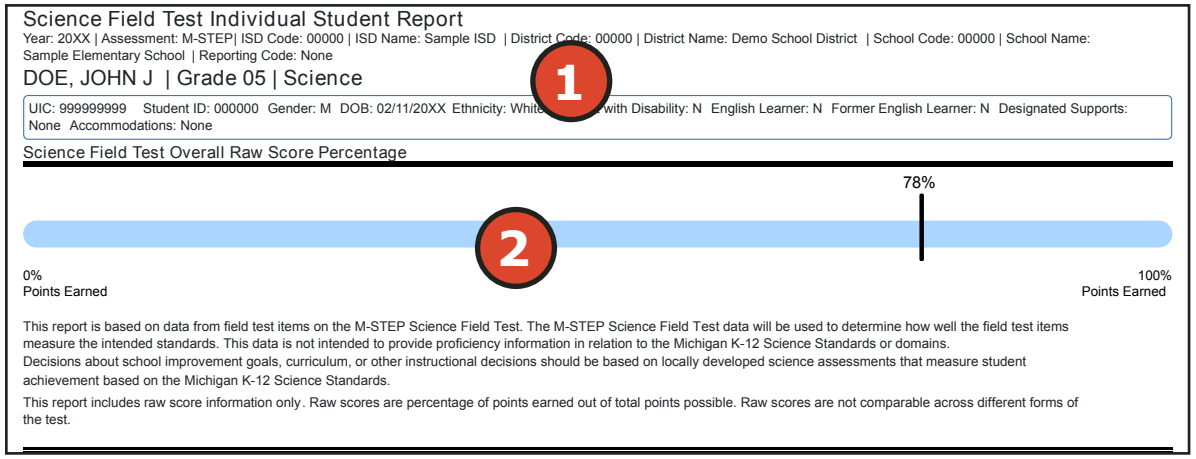
This section provides identifying information about the student including name, grade, gender, date of birth, race/ethnicity, Unique Identification Code (UIC), and, if provided by the school, district student ID. The report will indicate if the student has been marked as a Student with Disability, English Learner, or Former English Learner in the Michigan Student Data System (MSDS). Additionally, any designated supports or accommodations the student received as indicated by the DRC INSIGHT Portal (formerly known as eDIRECT) or the paper Answer Document are displayed.

Overall Raw Score Percentage

The overall raw score percentage of points earned on the M-STEP Science Field Test is displayed as a graphic. The percentage of points earned is shown on the graphic.

This report provides information about:

- field test data that is intended to determine how well the items measure Michigan K-12 Science standards
- individual student percent of points earned overall


Science Field Test Individual Student Report
Year: 20XX | Assessment: M-STEP| ISD Code: 00000 | ISD Name: Sample ISD | District Code: 00000 | District Name: Demo School District | School Code: 00000 | School Name: Sample Elementary School | Reporting Code: None
DOE, JOHN J | Grade 05 | Science
UIC: 999999999 Student ID: 000000 Gender: M DOB: 02/11/20XX Ethnicity: White with Disability: N English Learner: N Former English Learner: N Designated Supports: None Accommodations: None
Science Field Test Overall Raw Score Percentage
78%
0% Points Earned
100% Points Earned
This report is based on data from field test items on the M-STEP Science Field Test. The M-STEP Science Field Test data will be used to determine how well the field test items measure the intended standards. This data is not intended to provide proficiency information in relation to the Michigan K-12 Science Standards or domains.
Decisions about school improvement goals, curriculum, or other instructional decisions should be based on locally developed science assessments that measure student achievement based on the Michigan K-12 Science Standards.
This report includes raw score information only. Raw scores are percentage of points earned out of total points possible. Raw scores are not comparable across different forms of the test.

This report is based on data from field test items. The M-STEP Science Field Test data is used to determine how well the field test items measure the intended standards. This data is not intended to provide proficiency information in relation to the Michigan K-12 Science Standards or domains.

Decisions about school improvement goals, curriculum, or other instructional decisions should be based on locally developed science assessments that measure student achievement based on the Michigan K-12 science standards.

Report Features

Features of the Science Field Test Individual Student Report are described below.

Filters

The filter area provides users the ability to filter reports based on grade or students.

- **Grade** – Multiple selections are allowed. Users can filter by grades, according to the grades that are tested in the entity. The grade filter defaults to the lowest grade tested.
- **Homeschooled** – Users can filter reports by homeschooled students. The Homeschooled filter defaults to no.
- **Students** – Users can filter the report to include only selected students. The student filter has a predictive search feature: As the user enters letters the list of selectable students shortens.

Actions

The actions button appears after a report is selected from the Report drop-down menu and contains the following options for the Science Field Test Individual Student Report:

- **About this Report** – document available in the Dynamic Score Reporting Site that describes the data contained in the report
- **PDF Download** – opens a PDF of the Student Overview Reports, according to what is selected in the filter area; user can print individual or small groups of reports from this option
- **Dynamic Score Reporting Site User Guide** – describes how to access and navigate the Dynamic Score Reporting Site
- **Interpretive Guide to Reports** –the Interpretive Guide to M-STEP Reports

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, 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 report is divided into two main sections.

1. Number of Students Assessed
2. Claims and Assessment Targets

School Target Analysis Report

Year: 20XX | Assessment: M-STEP | ISD Code: 00000 | ISD Name: Demo RESA | District Code: 00000 | District Name: Sample Public Schools | School Code: 00000 | School Name: Sample Elementary-Middle School

Grade 06 | English Language Arts | All Students

Relative Strength | Neither Strength nor Weakness | Relative Weakness | Insufficient Data to Report

Note: 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	532
Claim 1: Reading	
Target 1: Given an inference/conclusion, use details and information from a literary text.	Neither Strength nor Weakness
Target 2: Summarize central ideas/key events of a literary text using key details from the text.	Relative Weakness
Target 3: Determine word meaning based on context, relationships, structure, or use of resources.	Neither Strength nor Weakness
Target 4: Make an inference/provide a conclusion of a literary text.	Relative Weakness
Target 5: Analyze relationships among literary elements within or across literary texts.	Relative Weakness
Target 6: Analyze literary text structures, features, or formats and their impact on meaning or presentation.	Relative Weakness
Target 7: Interpret fig. language/literary devices/connotative meaning and their impact on meaning or tone.	Neither Strength nor Weakness
Target 8: Given an inference/conclusion, use details/information from an informational text.	Neither Strength nor Weakness
Target 9: Identify central ideas, key events, procedures, or topics and subtopics in an informational text.	Neither Strength nor Weakness
Target 10: Determine word meaning based on context, relationships, structure, or use of resources.	Neither Strength nor Weakness

Target Analysis Report

This report provides information about:

- aggregate group relative strengths and weaknesses for ELA and mathematics

This report can help educators:

- identify aggregate group's strengths and weaknesses by assessment target
- analyze curricular alignment to assessment targets; that is, "Are all standards in each assessment target being taught? If so, are they taught at the appropriate Depth of Knowledge (DOK)?"
- compare school, district, and state results to identify strengths and weaknesses according to each aggregate group
- identify needs for academic program improvement or continuous improvement goals

Number of Students Assessed

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).

Claims and Assessment Targets

This report is an aggregate report that shows relative strengths and weaknesses on each assessment target as compared to performance on the test as a whole. The Target Analysis Report is not a proficiency report.

The first row identifies the claim for the content area, either English language arts or mathematics. This row is gray, and the text is bold and centered. Each claim row is collapsible.

The first column of the following rows lists the assessment targets for the identified claim. The second column contains information about the aggregate group's performance on the assessment target 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

Report Features

Features of the Target Analysis Report are described below.

Student Population

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

Filters

The filter area allows users to filter reports based on content area and grade.

- **Grade** – Only one selection is allowed. Users can filter by grades, according to the grades that are tested in the entity. The grade filter defaults to the lowest grade tested.
- **Content area** – Multiple selections are allowed. Users can filter by tested content areas. Content area filters default to "all".

Actions

The actions button appears after a report is selected from the Report drop-down menu and contains the following options for the Target Analysis Report.

- **About this Report** – document available in the Dynamic Score Reporting Site that describes the data contained in the report
- **PDF Download** – opens a PDF of the Target Analysis Reports, according to what is selected in the filter area
- **CSV File Download** – contains all student data found on the report
- **CSV File Format** – describes the data contained in the CSV file download
- **Dynamic Score Reporting Site User Guide** – describes how to access and navigate the Dynamic Score Reporting Site
- **Interpretive Guide to Reports** –the Interpretive Guide to M-STEP Reports

Expectation Analysis

The Michigan Student Test of Educational Progress (M-STEP) Expectation Analysis Report provides the percentage of points earned by grade and content area expectation in each discipline for social studies, and the number of students scoring in each of four scoring categories. Expectation level data is not reported for the M-STEP Science Field Test.

The report is divided into two main sections:

1. Discipline and Expectation Information
2. Aggregate student data by expectation

Expectation Analysis Report

This report provides information about:

- aggregate group performance by expectation in social studies

This report can help educators:

- identify expectations on which students perform well and expectations on which students do not perform well
- analyze curricular alignment to content expectations; that is, "Are all standards in each content expectation being taught? If so, are they taught at the appropriate Depth of Knowledge (DOK)?"
- compare school, district, and state results to identify performance by aggregate group
- identify needs for academic program improvement or continuous improvement goals

District Expectation Analysis Report

Year: 20XX | Assessment: M-STEP | ISD Code: 00000 | ISD Name: Demo RESA | District Code: 55555 | District Name: Sample Public Schools | Reporting Code: All

Grade 08 | Social Studies | All Students

Discipline H Expectations	History	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
7H1.1.02	Compare different calendar systems	1024	50.7	505	0	0	519
6H1.2.01	Explain how historians use a variety of sources	1024	4.3	980	0	0	44
6H1.2.02	Read a historical passage/identify factual knowledge	37	43.2	21	0	0	16
7H1.2.06	Identify the role of the individual in history	37	45.9	20	0	0	17
6H1.4.01	Describe cultural institutions: study an era/region	37	43.2	21	0	0	16
7W1.1.01	Explain human communities: Eastern Hemisphere	37	89.2	4	0	0	33
7W1.1.02	Explain Paleolithic/Neolithic: Africa/Western Europe/Asia	1024	21.3	806	0	0	218
6W1.2.02	Describe natural environment: agricultural settlements	1061	86	149	0	0	912
6W1.2.03	Explain the impact of the Agricultural Revolution	37	89.2	4	0	0	33
7W1.2.01	Describe natural environment: agricultural settlements	1024	48.9	523	0	0	501
7W1.2.03	Compare two early civilizations: Eastern Hemisphere	1024	26.5	753	0	0	271
6W2.1.01	Explain how environment/agriculture in Western Hemisphere	37	81.1	7	0	0	30

Discipline and Expectation Information

The report displays the discipline being reported in the gray heading area. The discipline heading can be collapsed by selecting the caret next to the discipline. Next, the expectations within the discipline are listed, including the Michigan Academic Standard abbreviation and a short description of each expectation.

Aggregate student data by 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: 0-25%, 26-50%, 51-75%, and 76-100% points earned out of points possible. Individual students may have a different number of points possible associated with an expectation, depending on the test form they received.

Report Features

Features of the Expectation Analysis Report are described below.

Student Population

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

Filters

The filter area allows users to filter reports based on content area, grade, or reporting codes.

- **Grade** – Only one selection is allowed. Users can filter by grades, according to the grades that are tested in the entity. The grade filter defaults to the lowest grade tested.
- **Content area** – Multiple selections are allowed. Users can filter by tested content areas. Content area filters default to "all".
- **Reporting Code** - Multiple selections are allowed. If the school has assigned reporting codes to students, then students may be filtered on the available reporting codes. The reporting code has a predictive search feature; as the user enters letters, the list of selectable reporting codes shortens.

Actions

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

- **About this Report** – document available in the Dynamic Score Reporting Site that describes the data contained in the report
- **PDF Download** – opens a PDF of the Expectation Analysis Report, according to what is selected in the filter area
- **CSV File Download** – downloadable file that contains all student data found on the report
- **CSV File Format** – describes the data contained in the CSV file download
- **Dynamic Score Reporting User Guide** – describes how to access and navigate the Dynamic Score Reporting Site
- **Interpretive Guide to Reports** – the Interpretive Guide to M-STEP Reports

Demographic Claims Report

The Michigan Student Test of Educational Progress (M-STEP) Demographic Claims Report provides a comparison of students by grade and content in English language arts (ELA) and mathematics, aggregated across selected demographic groups, showing percentages of students at each claim performance indicator (at risk, attention, and adequate). The Demographic Claims Report is available at the school, district, and state levels.

The report is divided into four main sections:

1. Overall Claims Summary Data Table
2. Overall Claim Performance Indicator Percentages Graphic
3. Demographic Subgroups Claim Performance Indicator Data Table
4. Demographic Subgroup Claim Performance Indicator Percentages Graphic

State Demographic Claims Report

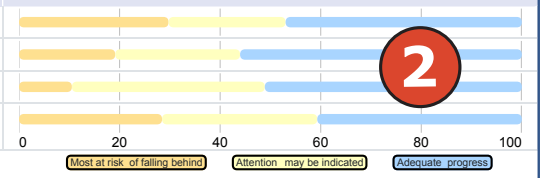
Year: 20XX | Assessment: M-STEP

Grade 03 | English Language Arts | All Students

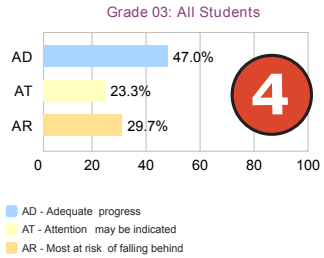
Claims Summary

Claims	No. Valid Tests	% At Risk	% Attention	% Adequate
Reading	1160	29.7%	23.3%	47.0%
Writing	1160	19.1%	24.8%	56.0%
Listening	1160	10.5%	38.4%	51.1%
Research	1160	28.4%	30.9%	40.7%

Overall Claims Summary



Reading Claim



Demographic Subgroups	No. Valid Tests	% At Risk	% Attention	% Adequate
All	1160	29.7	23.3	47.0
Gender				
Male	603	30.3	22.2	47.4
Female	557	29.1	24.4	46.5
Ethnicity				
American Indian or Alaska Native	264	31.8	21.2	47.0
Asian	177	30.5	22.6	46.9
Black or African American	164	31.1	23.2	45.7
Hispanic or Latino	176	29.0	25.6	45.5
Native Hawaiian or Other Pacific Islander	123	26.8	30.9	42.3
Two or More Races	116	26.7	19.0	54.3
White	140	29.3	22.1	48.6
Additional Reporting Groups				
Economically Disadvantaged: Yes	597	28.6	23.8	47.6
Economically Disadvantaged: No	563	30.9	22.7	46.4
English Learner: Yes	252	28.6	32.5	38.9
English Learner: No	908	30.1	20.7	49.2
Former English Learner: Yes	138	37.0	25.4	37.7
Former English Learner: No	1022	28.8	23.0	48.2
Foster Care: Yes	121	34.7	19.8	45.5
Foster Care: No	1039	29.2	23.7	47.2
Homeless: Yes	117	29.9	24.8	45.3
Homeless: No	1043	29.7	23.1	47.2
Migrant: Yes	119	34.5	18.5	47.1

This report provides information about:

- Aggregate group performance on the ELA and mathematics claims overall
- Aggregate group performance on the ELA and mathematics claims by demographic subgroup
- Percentages of students scoring in each claim performance indicator category: At Risk, Attention, and Adequate

This report can help educators:

- Analyze summary performance on the ELA and mathematics claims overall
- Analyze summary performance on the ELA and mathematics claims by demographic group
- Identify claim-level areas of strength and weakness by demographic group
- Analyze claim-level curricular alignment and impact by demographic group
- Identify needs for academic program improvement or continuous improvement goals
- Compare claim-level performance among demographic groups

Overall Claims Summary Data Table

Overall Claims Summary data for each claim is displayed in a graphic format for each claim.

The data displayed in the table is:

- Total number of valid tests
- Percentage of students scoring in the at risk category
- Percentage of students scoring in the attention category
- Percentage of students scoring in the adequate category

Overall Claim Performance Indicator Percentages Graphic

A horizontal bar graph displays the percentages of students earning at risk, attention, and adequate for all students in the selected student population, grade, and content area. The legend beneath the graph provides the definitions associated with each claim performance indicator.

Demographic Subgroups Claim Performance Indicator Data Table

Claim performance data, including the number of valid tests and percentages of students scoring in each claim performance indicator—at risk, attention, and adequate—are displayed for all students and for the reported demographic subgroups in a table. The demographic subgroups reported are:

- Gender
  - Female
  - Male
- 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
  - Foster Care: Yes
  - Foster Care: No
  - Homeless: Yes
  - Homeless: No
  - Migrant: Yes
  - Migrant: No
  - Military Connected: Yes
  - Military Connected: No
  - Students with Disabilities: Yes
  - Students with Disabilities: No
  - Standard Accommodation – all students
  - Standard Accommodation – EL only

Demographic Subgroup Claim Performance Indicator 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 claim performance indicator percentages will display under the overall claim performance indicator graph.

Report Features

Features of the Demographic Claims Report are described below.

Student Population

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

Filters

The filter area provides users the ability to filter reports based on content area and grade.

- Grade – Multiple selections are allowed. Users can filter by grades, according to the grades that are tested in the entity. The grade filter defaults to the lowest grade tested.
- **Content area** – Multiple selections are allowed. Users can filter by tested content areas. Content area filters default to all.

Actions

The Actions button appears after a report is selected from the Report drop-down menu and contains the following options for the Demographic Report.

- **About this Report** – document available in the Dynamic Score Reporting Site that describes the data contained in the report
- **PDF Download** – opens a PDF of the Demographic Reports, according to what is selected in the filter area
- **CSV File Download** – downloadable file that contains all student data found on the report
- **CSV File Format** – describes the data contained in the CSV file download
- **Dynamic Score Reporting User Guide** – describes how to access and navigate the Dynamic Score Reporting Site
- **Interpretive Guide to Reports** – the Interpretive Guide to M-STEP Reports

Drill Down

The School Demographic Claims Report includes a drill-down feature that enables the user to select the link in the Number of Valid Tests column to open a Student Roster Report which includes the students represented in the aggregated group. When the Number of Valid Tests is zero, the "<" sign is not an active link. **Note:** In some instances, the number of students displayed may differ between the School Demographic Claims Report and the generated Student Roster Report. This is because the Demographic Claims Report does not include invalid tests or tests that have been force submitted and have no claim data, while the Student Roster Report does include invalid tests and force-submitted tests that have no claim data.

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

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

Demographic Report

The Michigan Student Test of Educational Progress (M-STEP) Demographic Report provides a comparison of students by grade and content, aggregated across selected demographic groups, showing the percentages of students at each performance level (Not Proficient, Partially Proficient, Proficient, Advanced, and Proficient and Advanced Combined). The Demographic Report is available at the school, district, and state levels.

The report is divided into two main sections.

1. Overall Performance Level Percentages Graphic
2. Demographic Subgroup Performance Level Data Table

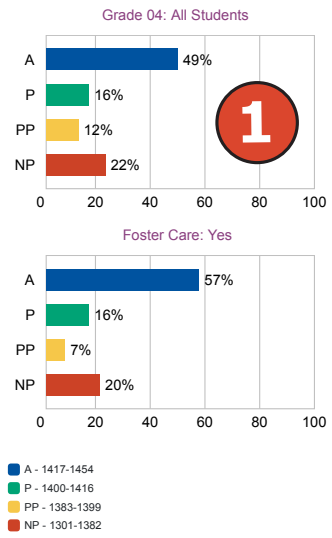
Overall Performance Level Percentages Graphic

A horizontal bar graph displays the percentages of Advanced, Proficient, Partially Proficient, and Not Proficient students for all students in the selected student population, grade, and content area. The legend beneath the graph(s) provides the scale score ranges associated with each performance level.

School Demographic Report

Year: 20XX| Assessment: M-STEP | ISD Code: 00000 | ISD Name: Demo RESA | District Code: 55555 | District Name: Sample Public Schools | School Code: 00000 | School Name: Sample Elementary-Middle School

Grade 04 | English Language Arts | All Students



Demographic Subgroups	No. of Students Assessed	Mean Scale Score	% at NP	% at PP	% at P	% at A	% at P & A*
All	733	1414	22	12	16	49	66
Gender							
Male	373	1413	24	12	15	49	64
Female	360	1416	21	12	18	49	67
Ethnicity							
American Indian or Alaska Native	116	1411	28	9	14	49	63
Asian	91	1411	28	15	13	44	57
Black or African American	98	1416	19	11	24	46	69
Hispanic or Latino	118	1413	21	15	16	48	64
Native Hawaiian or Other Pacific Islander	114	1417	20	11	14	54	68
Two or More Races	114	1414	[illegible]	11	17	47	64
White	82	1422	[illegible]	[illegible]	18	58	77
Additional Reporting Groups							
Economically Disadvantaged: Yes	390	1416	[illegible]	14	15	51	66
Economically Disadvantaged: No	343	1413	24	10	18	48	66
English Learner: Yes	216	1410	21	17	19	43	62
English Learner: No	517	1416	23	10	15	52	67
Former English Learner: Yes	74	1414	31	5	14	50	64
Former English Learner: No	659	1415	21	13	17	49	66
Foster Care: Yes	86	1421	20	7	16	57	73
Foster Care: No	647	1414	23	13	16	48	65
Homeless: Yes	83	1419	25	4	11	60	71
Homeless: No	650	1414	22	13	17	48	65
Migrant: Yes	82	1426	12	8	16	63	79
Migrant: No	651	1413	24	12	16	48	64
Military Connected: Yes	82	1418	26	10	13	51	65
Military Connected: No	651	1414	22	12	17	49	66
Students with Disabilities: Yes	733	1414	22	12	16	49	66
Students with Disabilities: No	733	1414	22	12	16	49	66
Accommodation							
Standard Accommodation - all students	136	1415	26	8	11	54	65

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* Value may not equal the exact sum of Proficient and

Demographic Report

This report provides information about:

- aggregate group performance by mean scale score and performance level

This report can help educators:

- analyze summary performance by demographic group
- compare demographic group performance to overall performance
- identify areas of strength and weakness by demographic group
- analyze curricular alignment and impact by demographic group
- identify needs for academic program improvement or continuous improvement goals
- identify achievement gaps by demographic group

Demographic Subgroup Performance Level Data Table

Performance level data—including the number of students assessed, the mean scale score, and the percentages of students in each performance level (Advanced, Proficient, Partially Proficient, Not Proficient, and Advanced and Proficient Combined)—for all students and for the reported demographic subgroups are displayed in a table.

- Gender
  - Female
  - Male
- 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
  - Foster Care: Yes
  - Foster Care: No
  - Homeless: Yes
  - Homeless: No
  - Migrant: Yes
  - Migrant: No
  - Military Connected: Yes
  - Military Connected: No
  - Students with Disabilities: Yes
  - Students with Disabilities: No

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.

Report Features

Features of the Demographic Report are described below.

Student Population

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

Filters

The filter area allows users to filter reports based on content area, grade, reporting codes, demographic groups, or students.

- Grade – Only one selection is allowed. Users can filter by grades, according to the grades that are tested in the entity. The grade filter defaults to the lowest grade tested.
- Content area –Multiple selections are allowed. Users can filter by tested content areas. Content area filters default to “all”.

Actions

The Actions button appears after a report is selected from the Report drop-down menu and contains the following options for the Demographic Report.

- **About this Report** – document available in the Dynamic Score Reporting Site that describes the data contained in the report
- **PDF Download** – opens a PDF of the Demographic Reports, according to what is selected in the filter area
- **CSV File Download** – downloadable file that contains all student data found on the report
- **CSV File Format** – describes the data contained in the CSV file download
- **Dynamic Score Reporting User Guide** – describes how to access and navigate the Dynamic Score Reporting Site
- **Interpretive Guide to Reports** – the Interpretive Guide to M-STEP Reports

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 "0" 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 District/School entity information, displaying "Demographic Report – School > Student Roster". Each Demographic Report 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- or district-level Demographic Reports.

Comprehensive Report

The Michigan Student Test of Educational Progress (M-STEP) Comprehensive Report provides a comparison of students by grade and content, aggregated across schools, showing the percentages proficient at each level (Advanced, Proficient, Partially Proficient, and Not Proficient). The Comprehensive Report is available at the district level.

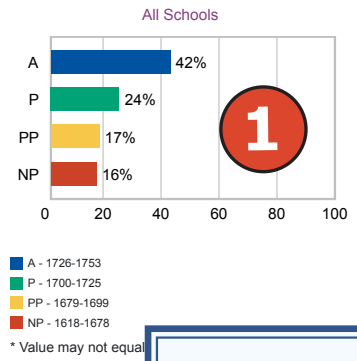
The report is divided into three main sections:

1. Overall Performance Level Percentages Graphic
2. Entity Performance Level Data Table
3. School Performance Level Percentages Graphic

District Comprehensive Report

Year: 20XX | Assessment: M-STEP | ISD Code: 00000 | ISD Name: Demo RESA | District Code: 55555 | District Name: Sample Public Schools

Grade 7 | English Language Arts | All Students



Schools In District	No. of Students Assessed	Mean Scale Score	% at NP	% at PP	% at P	% at A	% at P & A*
All Schools	895	1716	16	17	24	42	67
ABC High School A	14	1753	0	0	0	100	100
ABC Elementary-Middle School A	732	1716	16	18	24	42	66
ABC High School B	149	1714	16	17	28	39	67

2

Comprehensive Report

This report provides information about:

- aggregate school-level overall performance by mean scale score and performance level

This report can help educators:

- analyze school-level overall performance
- compare school performance to other schools in the district
- analyze curricular alignment to Michigan Academic Standards
- identify needs for academic program improvement or continuous improvement goals

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 are displayed for the schools in the district, excluding nonpublic schools. This data includes the number of students assessed, the mean scale score, and the percentages of students in each performance level—Not Proficient, Partially Proficient, Proficient, Advanced—as well as the combined percentage of Proficient and Advanced.

School Performance Level Percentages Graphic

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

Report Features

Features of the Comprehensive Report are described below.

Student Population

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

Filters

The filter area provides users the ability to filter reports based on content area and grade.

- **Grade** – Multiple selections are allowed. Users can filter by grades, according to the grades that are tested in the entity. The grade filter defaults to the lowest grade tested.
- **Content area** – Multiple selections are allowed. Users can filter by tested content areas. Content area filters default to "all".

Actions

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

- **About this Report** – document available in the Dynamic Score Reporting Site that describes the data contained in the report
- **PDF Download** – opens a PDF of the Comprehensive Reports, according to what is selected in the filter area
- **CSV File Download** – contains all student data found on the report
- **CSV File Format** – describes the data contained in the CSV file download
- **Dynamic Score Reporting User Guide** – describes how to access and navigate the Dynamic Score Reporting Site
- **Interpretive Guide to Reports** – the Interpretive Guide to M-STEP Reports

Drill-Down Feature

The District Comprehensive Report includes a drill-down feature that enables the user to select the name of the school in the report to open the School Demographic Report.

After a user has selected the link to drill down into the School Demographic Report, a breadcrumb area appears below the District/School entity information, displaying "District Comprehensive Report > Demographic Report – School". Each Comprehensive Report in the breadcrumb is an active link. To return to the District Comprehensive Report, the user selects "District Comprehensive Report".

Science Field Test Summary Report

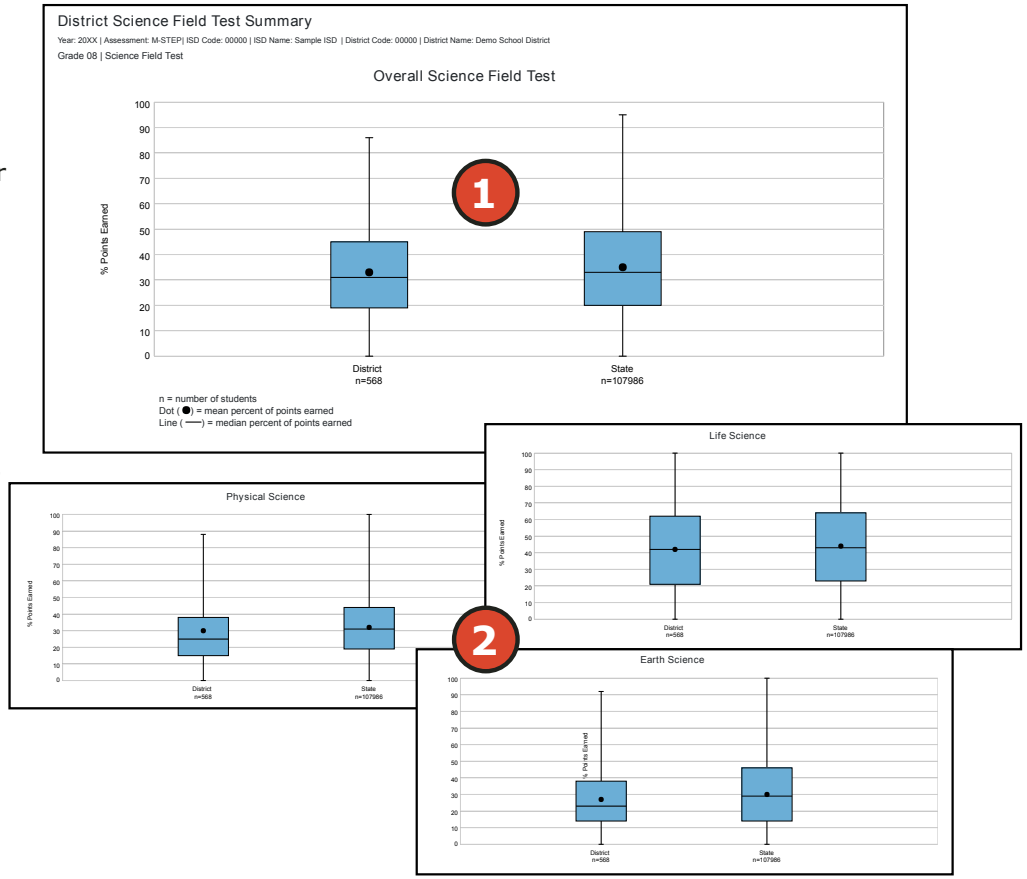
The Michigan Student Test of Educational Progress (M-STEP) Science Field Test Summary Report displays aggregated raw score percentage of points earned in box and whisker graphs for overall points earned as well as for each domain at the school, district, and state level.

Note: This report is based on data from field test items. The M-STEP Science Field Test data is used to determine how well the field test items measure the intended standards. This data is not intended to provide proficiency information in relation to the Michigan K-12 science standards or domains.

Decisions about school improvement goals, curriculum, or other instructional decisions should be based on locally developed science assessments that measure student achievement based on the Michigan K-12 science standards.

The report is divided into two main sections:

1. Overall Raw Score Percentage Points Earned Graph
2. Domain Raw Score Percentage Points Earned Graph



This report provides information about:

- field test data that is intended to determine how well the items measure Michigan K-12 Science standards
- aggregate group overall and by domain mean, median, and quartile information
- overall and by domain highest and lowest observed score in the aggregate group

This report is based on data from field test items. The M-STEP Science Field Test data is used to determine how well the field test items measure the intended standards. This data is not intended to provide proficiency information in relation to the Michigan K-12 Science standards or domains.

Decisions about school improvement goals, curriculum, or other instructional decisions should be based on locally developed science assessments that measure student achievement based on the Michigan K-12 science standards.

Overall Raw Score Percentage of Points Earned Graph

This report includes the school, district and state aggregate groups, which are labeled on the x-axis. Each box represents the aggregate group for the reported entity. The number of students in each entity is included under the entity label as n=xxx.

For each entity, the percentages of points earned are displayed in a box and whisker plot.

The range of observed scores are sorted into four equal sized groups, called quartiles.

The blue box for each entity represents the interquartile range, that is, the range of scores observed in quartile groups two and three for the aggregate group. The lowest score of the interquartile range (box) is called the Lower Quartile, and the highest score of the interquartile range (box) is called the Upper Quartile.

The 'whiskers' extending above and below the 'box' represent quartile group one on the lower end and quartile group four on the upper end.

The lower point of the 'whisker' represents the lowest observed score in the aggregate group and the upper point of the 'whisker' represents the highest observed score in the aggregate group.

The dot in the box represents the mean percentage of points earned in the reported entity aggregate group.

The horizontal line in each box represents the median percent of points earned in the reported entity aggregate group.

The hover feature of the graph displays:

- Median – median score of the aggregate group
- Mean – mean score of the aggregate group
- Upper Quartile – the upper quartile score of the aggregate group
- Lower Quartile – the lower quartile score of the aggregate group
- Minimum Observed – the minimum observed score of the aggregate group
- Maximum Observed – the maximum observed score of the aggregate group

Domain Raw Score Percentage of Points Earned Graph

For all students in each entity, the box and whisker graph is displayed for each domain.

Report Features

Features of the Science Field Test Summary Report are described below.

Filters

The filter area provides users the ability to filter reports based on content area, grade, reporting codes, demographic groups, or students.

- **Grade** – Only one selection is allowed. Users can filter by grades, according to the grades that are tested in the entity. The grade filter defaults to the lowest grade tested.

Actions

The actions button appears after a report is selected from the Report drop-down menu and contains the following options for the Science Field Test Summary Report:

- **About this Report** – document available in the Dynamic Score Reporting Site that describes the data contained in the report
- **PDF Download** – opens a PDF of the Comprehensive Reports, according to what is selected in the filter area
- **Dynamic Score Reporting User Guide** – describes how to access and navigate the Dynamic Score Reporting Site
- **Interpretive Guide to Reports** – the Interpretive Guide to M-STEP Reports

OEAA Secure Site Data Files

Data files are available for download by authorized school and district users under the Student Test Scores tab on the Office of Educational Assessment and Accountability (OEAA) Secure Site (www.michigan.gov/oeaa-secure).

Student Data File

The Student Data File contains detailed individual student data in an Microsoft Excel file. This data includes school information, student demographic data, test administration data, and student performance data.

School information – student ISD, district, and school codes

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 or paper/pencil format, valid or invalid test (if invalid, includes reason for invalidation of the test), also whether student received accommodations

Student Performance Data – includes student scale score, student growth score, growth target, growth target timeframe, raw score data for social studies, and claim performance indicators for ELA and mathematics

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.

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	Grade	Student grade	varchar(2)	
F	LastName	Student last name	varchar(25)	
G	FirstName	Student first name	varchar(25)	
H	MiddleInitial	Student middle initial	char(1)	
I	Gender	Student's gender M = Male, F = Female	char(1)	
J	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
K	UIC	Student UIC	char(10)	9999999999
L	StudentNumber	Student number from local school district	varchar(20)	
M	BirthDate	Student's date of birth	datetime(8)	mm/dd/yyyy
N	Barcode	Student's barcode number	varchar(10)	9999999999
O	ED	Economically disadvantaged Y = Yes, N = No	char(1)	
P	EL	English learner Y = Yes, N = No	char(1)	
Q	FEL	Former English learner Y = Yes, N = No	char(1)	
R	FosterCare	Student is in foster care Y = Yes, N = No	char(1)	
S	Homeless	Homeless student Y = Yes, N = No	char(1)	

Aggregate Data File

The Aggregate Data File 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 are included in the selected report

Demographic Data – demographic data, such as Gender, Ethnicity, Economically Disadvantaged, Migrant status, or Other—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

The Aggregate 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 Aggregate Data Files to evaluate data in ways that support school improvement goals or other data-based decision making purposes.

Section 7: Additional Resources

Additional Sources of Assessment Results

MI School Data

MI School Data (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.

MiLearn

The Michigan Linked Educational Assessment Reporting Network (MiLearn) is a Michigan Department of Education service that delivers state assessment data electronically to students, parents, and educators directly through the district's Student Information System (SIS). MiLearn is updated daily using the Michigan Data Hub data to reflect student enrollment changes.

When users log into the SIS, no second login or password is needed to access MiLearn. The user clicks a "State Assessment Data" link in the SIS to access MiLearn and their reports. Currently, districts on the Michigan Data Hub that use PowerSchool, MISTAR, Skyward, or Synergy as their SIS are able to integrate this free service. MDE continues to work with the remaining SIS vendors that are supported by the Michigan Data Hub to provide access to MiLearn. If your district is not yet on the Michigan Data Hub, contact support@michigandatahub.org.

The MiLearn system has been designed with flexibility and convenience for districts. You control who sees the data. District administrative staff configure their system security to locally govern which data is provided to their users. Since MiLearn receives rostering updates nightly, your data is always current and reflects the current school and district enrollment. This also means you will see the available state assessment results for new students in the district the next day.

Currently, MiLearn houses three years' worth of data for M-STEP, WIDA, and MI-Access results. Beginning with the Spring 2019 score results, PSAT, SAT, and ACT results will be added to the system. For more information on MiLearn, please contact Tim Hall at hallt@michigan.gov.

General Resources

General resources are available on the M-STEP web page (www.michigan.gov/mstep)

For instructions on how to obtain access to the Dynamic Reporting Site, go to Secure Site Training (www.michigan.gov/securesitetraining) and click **How do I get access to the Secure Site?**

Resources available on the M-STEP web page:

- M-STEP and MME Performance Level (PL) Descriptors
- M-STEP Performance Level Scale Score Ranges
- M-STEP Student Data File Format
- Videos and information regarding Computer Adaptive Testing (CAT)
- Statewide Summative Assessments Calendars
- M-STEP: What it is, What it means, and What it Offers—presentation
- Online Practice for M-STEP ELA, mathematics, science, and social studies
- Sample Item Sets
- Mathematics and ELA Crosswalk Documents with Claims, Targets, and Standards

Also, be sure to sign up for the OEAA Spotlight on Assessment and Accountability Newsletter (www.michigan.gov/mde-spotlight) for weekly up-to-date information about statewide summative assessments.

Section 8: Glossary

- **Claim Performance Indicator Graphs:** Claim performance for individual ELA and mathematics claims is indicated by the Claim Performance Indicator graph. The graph provides a visual representation of student performance relative to the range of possible performance within each claim. The orange portion of the graph indicates the student is most at risk of falling behind on a claim. The yellow portion of the graph indicates attention may be indicated for a student to continue meeting the claim. The blue portion of the graph indicates the student is making adequate progress on a claim.
- **Claim:** Claims are used as a means to organize assessment targets. Claims apply to ELA and mathematics.
- **Discipline:** Disciplines are used as a means of organizing content standards and expectations. Disciplines apply to social studies.
- **Domains:** Domains are used to group the three-dimensional science standards using similar disciplinary core ideas. Domains apply to science.
- **Growth Score (SGP):** (previously called Student Growth Percentiles) SGPs describe a student's learning over time compared to other students with comparable prior test scores. Percentiles range from one to 99 and indicate how many scores in the comparison group are below that score.
- **Growth Target (AGP):** (previously called Adequate Growth Percentiles) This is the amount of growth necessary for the student to reach or maintain proficiency within a set timeframe. Percentiles range from one to 99 and indicate how much growth is required in order for the student to achieve proficiency in the timeframe score.
- **Growth Target (AGP) Timeframe:** This is the amount of time the growth target (AGP) model expects the student to take to reach or maintain proficiency. Timeframes range from one to three and indicate how many years it would take for the student to achieve proficiency if they meet the Growth Target Score.
- **Interquartile Range:** The graphic "box" in the Science Summary Report representing the middle 50 percent of scores for the aggregate group; represents the range of scores from the lower quartile to the upper quartile.
- **Invalid Test:** A test that was completed by the student but was not administered according to required test administration policies or procedures. The invalid reasons include:
  - **Invalid Return of Materials (Multiple Answer Documents OR Late Returns):** For paper/pencil tests, either multiple answer documents were received for the student or materials were returned after the materials return deadline.
  - **Misadministration:** The test was not administered according to required test administration policies and procedures. Examples of this type of invalidation include, but are not limited to: test directions not read verbatim during testing; students were able to view content-related materials in the classroom during testing; or the testing environment was not conducive to testing or was not appropriate for the test session.
  - **Missing MSDS data:** Data in the Michigan Student Data System is missing.
  - **Nonstandard Accommodation:** The student received an accommodation during testing that is not allowed. For example, a student who tested in grades 3-5 with any type of calculator has received a nonstandard accommodation because this accommodation changes what is being assessed in the test.
  - **Not Tested in Enrolled Grade (Out of Level):** The student's enrolled grade in MSDS does not match the grade-level test taken.
  - **Prohibited Behavior:** The student engaged in not-allowable behavior during the test session. This may include, but is not limited to: disruptions during testing, accessing prohibited electronic devices, or cheating.
  - **Test Not Attempted:** The student did not take the test or did not complete a sufficient portion of the test to receive a score.
- **Item:** A test question or stimulus presented to a student to elicit a response.

- **Lower quartile:** In the Science Summary report, 25 percent of all scores in the aggregate group fall below the lower quartile.
- **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 student was to be measured repeatedly with parallel assessments.
- **Mean Scale Score:** The mean scale score for a group of students is determined by summing the valid scale scores across that group (within a grade and content area) and dividing by the number of valid scores used for the summed total.
- **Mean:** The average raw score percentage of points earned for the aggregate group.
- **Median:** The median is the middle quartile (50 percent) and marks the midpoint of the data displayed for the aggregate group.
- **Michigan's Academic Standards:** The standards outline learning expectations for Michigan students and are intended to guide local curriculum development. They should be used as a framework by schools for curriculum development, with the curriculum itself prescribing instructional resources, methods, progressions, and additional knowledge valued by the local community.
- **Passage-based Writing Prompt (PBW):** The PBW is an ELA constructed response item wherein students are presented withe either a literary or informational reading passage. Based on the passage, students receive a writing prompt requirement them to respond to the prompt using supporting evidence from the passage.
- **Performance Level:** This provides descriptive information about the student's performance on the M-STEP:
  - **Not Proficient** The student's performance is not yet proficient and indicates minimal understanding and application of key academic content standards defined for Michigan students. The student needs intensive intervention and support to improve achievement.
  - **Partially Proficient** The student's performance is not yet proficient, indicating a partial understanding and application of key academic content standards defined for Michigan students. The student needs assistance to improve achievement.
  - **Proficient** The student's performance indicates understanding and application of key academic content standards defined for Michigan students. The student needs continued support to maintain and improve proficiency.
  - **Advanced** The student's performance exceeds academic content standards and indicates substantial understanding and application of key concepts defined for Michigan students. The student needs support to continue to excel.
- **Raw Score:** Points earned/total points possible. Raw scores are not comparable across different forms of the test.
- **Scale Score:** Scale scores are test scores that have been statistically adjusted to a common scale that allows scores to be compared across different forms of the test.
- **Upper quartile:** On the Science Summary Report, 75 percent of all scores in the aggregate group fall below the upper quartile.
- **Whiskers:** The upper and lower whiskers represent scores outside of the interquartile range. Scores in the upper "whisker" represent quartile four – scores observed in the highest 25 percent of scores in the aggregate group. Scores in the lower "whisker" represent quartile one – scores observed in the lowest 25 percent of scores in the aggregate group.

Section 9: 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 Interpretive Guide to Reports, or need additional information about M-STEP administration procedures, content, scheduling, and/or appropriate assessment of or accommodations for students with disabilities or English Learners (ELs), contact the Michigan Department of Education Office of Educational Assessment and Accountability (OEAA), using the contact information listed below.

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Section 10: Change Log

August 29, 2019: Removed embargo data notice – page 3

October 17, 2019: Added the following reports

- Student Growth and Proficiency Report - page 34
- Science Field Test Individual Student Report - page 37
- Science Field Test Summary Report - page 51

November 15, 2019: Added the Demographic Claims Report - page 43