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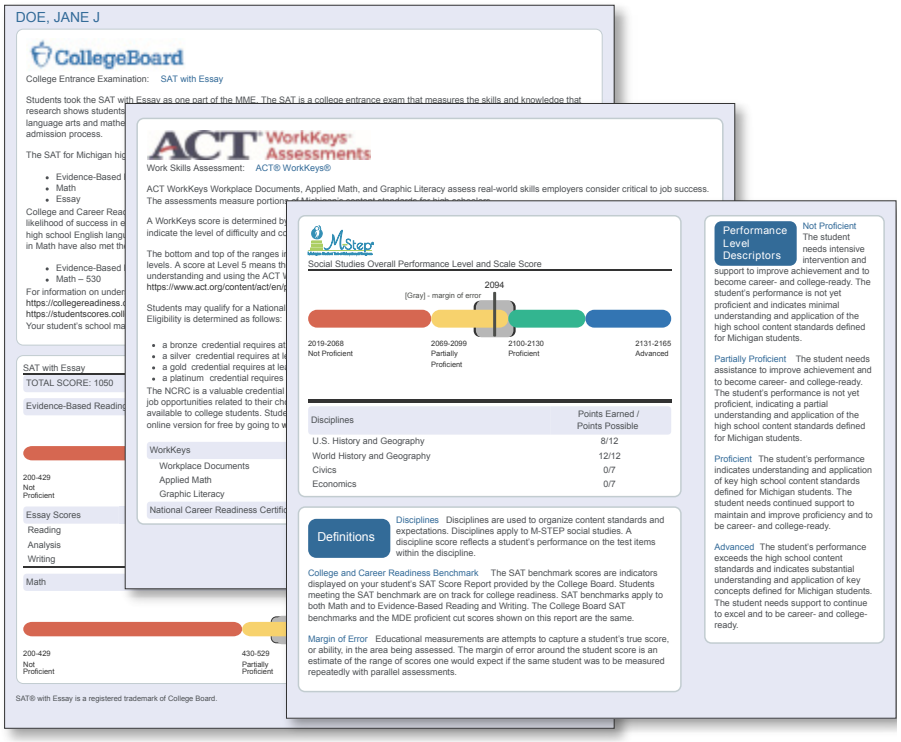
Michigan Merit Examination



Spring 2019 Michigan Interpretive Guide to MME (Michigan Merit Exam) Reports

Updated: August 2019

Table of Contents

Table of contents

Section 1: Introduction 4

What's In This Guide? 4

Family Educational Rights and Privacy Act (FERPA) 5

MDE-Produced Report Descriptions –
Available through various destribution channels **6**

College Board-Produced Report Descriptions –
Available through the K-12 Educator Portal **8**

ACT WorkKeys-Produced Report Descriptions –
Mailed to schools by ACT 9

Section 2: Scoring 10

Scoring by Item Type for M-STEP 10

Multiple Choice Item Scores 10

Technology Enhanced Item Scores 10

Differences between Online and Paper/Pencil Items . . 10

How Scores are Reported for M-STEP and SAT with Essay 11

Scale Scores 11

Student Growth Scores 11

Performance Levels 12

Additional Information Regarding SAT with Essay 12

Section 3: Performance Level Descriptors and Ranges . . . 13

M-STEP and SAT Performance Level (PL) Descriptors 13

ACT WorkKeys 13

Standard Setting for the SAT 14

SAT Evidence-Based Reading and Writing, and Math College- and Career-Readiness Benchmarks 14

Section 4: Appropriate Use of the Data Provided in Assessment Reports 15

Appropriate Uses and Limitations of Summative Assessment Data 15

Individual Level Data 15

Aggregated Data 15

Section 5: The Dynamic Score Reporting System 17

The Secure Site 17

What's New! 20

Section 6: Reports 21

Student Level Data Reports 21

Student Record Labels 21

Individual Student Reports 22

Parent Report 28

Student Roster 31

Student Overview 35

Aggregate Data Reports 38

Expectation Analysis 38

Demographic Report 40

Comprehensive Report 43

mme
Michigan Merit Examination

Table of Contents

OEAA Secure Site Data Files 44

Student Data File 44

Aggregate Data File 45

Section 7: Additional Resources 46

Additional Sources of Assessment Results 46

MI School Data 46

MiLearn 46

SAT Information: 46

WorkKeys Information: 46

General Resources 47

Section 8: Contact Information 48

Section 9: Glossary 49

Appendix: Accessing SAT and ACT WorkKeys Score Reports 51

SAT with Essay: 51

ACT WorkKeys 52

Student Access to MyWorkKeys.com 52

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Michigan Merit Examination

Section 1: Introduction

The Michigan Merit Examination (MME) includes three components: the SAT® with Essay college readiness assessment, ACT® WorkKeys® work skills assessment, and the Michigan Student Test of Educational Performance (M-STEP) in science, and social studies. These three components provide a measure of individual performance based on Michigan's high school content standards as well as college and career readiness.

What's In This Guide?

This guide was developed to assist educators in understanding and using the Spring Michigan Merit Examination (MME) results. Reports available include student level and aggregate level data reports. Student level reports provide individual student level performance data. The Student Record Labels, Individual Student Report, Parent Report, Student Roster, 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 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.

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

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 use of data
- **Section 5:** explains use of the Dynamic Score Reporting System (DSRS)
- **Section 6:** describes the various student- and aggregate-level reports available
- **Section 7:** includes additional resources regarding 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:** provides contact information
- **Section 9:** includes a glossary of reporting terms
- **Appendix:** describes how to access available reports from College Board and ACT

The **SAT with Essay** is a college admission exam that measures the skills and knowledge research shows students need to be successful in college and careers and reflects what students are learning in their classrooms every day. The SAT includes Evidence-Based Reading and Writing, Math, and an Essay. The vast majority of colleges and universities in the United States use the SAT as an important part of the admission process. The results from the Evidence-Based Reading and Writing, and Math sections of the SAT are used in 11th grade ELA and mathematics accountability calculations.

ACT WorkKeys is a job skills assessment system measuring real-world skills, designed to support economic and workforce development programs. The MME ACT WorkKeys component consists of three tests: Workplace Documents, Applied Math, and Graphic Literacy. Skills assessed by ACT WorkKeys are valued by Michigan employers, colleges, and technical training institutions. Students who receive qualifying scores on the three ACT WorkKeys assessments, taken as part of the MME, are eligible for the National Career Readiness Certificate® (NCRC)®.

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).

MDE-produced reports are listed in the table on the next page. This table includes the name of the report, the MME component/content area, the type or level of the report, report recipients, and a brief description of each report. Printed copies of the Parent Reports and Student Record Labels are shipped to schools.

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. MDE 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.

MDE-Produced Report Descriptions – Available through various destribution channels

Report	MME Component	Type or Level	Distribution	Description
Student Record Label	- M-STEP - SAT with Essay	- Student Level	- Paper: mailed to schools	Summarizes individual student achievement in each content area for inclusion in the student's Cumulative Student Record folder
Parent Report	- M-STEP - SAT with Essay - WorkKeys	- Student Level	- MiLearn: parents, students - Paper: mailed to schools - DSRS	Summarizes individual student achievement, including overall scale score and performance level for SAT Evidence-Based Reading and Writing, and Math and for M-STEP Social Studies; also includes a summary report for the ACT WorkKeys
Individual Student Report (ISR)	- M-STEP - SAT with Essay	- Student Level	- DSRS	Separated by content area, provides detailed information on individual student achievement, including scale score, performance level, and growth data
Student Overview Report	- M-STEP - SAT with Essay - WorkKeys	- Student Level	- MiLearn: educator - DSRS	Provides summary data of each student's performance in all content areas assessed on the MME; designed to provide educators a high-level snapshot of a student's performance in all content areas; SAT and WorkKeys data are included in this report
Student Roster	- M-STEP	- Individual Student - Rostered Students - School - District - State	- MiLearn: educator - DSRS	Separated by content area, provides detailed information on student achievement for groups of students in social studies, including overall scale score, performance level, growth score, growth target, target timeframe, and summarized discipline data; summary proficiency information is also included for rostered students, school, district, and state aggregate groups
Expectation Analysis Report	- M-STEP	- School - District - State	- DSRS	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%; available for social studies only and is intended to provide an overview of performance by content expectation
Demographic Report	- M-STEP - SAT with Essay	- School - District - State	- DSRS	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
Comprehensive Report	- M-STEP	- District	- DSRS	Provides a comparison of students by grade and content by schools within a district; includes mean scale scores and percentages of students in each performance level

Report	MME Component	Type or Level	Distribution	Description
Science Field Test Individual Student Report*	- M-STEP	- Student Level	- DSRS	Provides raw data including the percentage of points earned overall
Science Field Test Summary Report*	- M-STEP	- School - District - State	- DSRS	Provides the mean percent of points earned and aggregate group quartile ranges in box-and-wiskers plots for overall performance and by domain
Student Growth and Proficiency Report*	- M-STEP - SAT with Essay	- Student Level	- DSRS	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
Student Data File	- M-STEP - SAT with Essay - ACT WorkKeys	- Student Level	- Secure Site	Includes all individual level student data, including scale score, performance level, student demographic information, valid/invalid reasons, and growth data
Aggregate Data File	- M-STEP - SAT with Essay	- School - District - State	- Secure Site	Includes aggregated student performance information, including average scale score, count and percent of students in each performance level, and demographic subgroups
CTE Student Roster Report*	- M-STEP - SAT with Essay	- CTE Student Level	- Paper - mailed to schools	Provides student achievement results for M-STEP social studies and SAT with Essay for students enrolled in one of the CTE programs
CTE School Summary Report*	- M-STEP - SAT with Essay	- CTE Program Level	- Paper - mailed to schools	Provides program-level results for M-STEP social studies and SAT with Essay for students enrolled in one of the CTE programs

*These reports will be available later this fall.

College Board-Produced Report Descriptions – Available through the K-12 Educator Portal

Report	MME Component	Type or Level	Distribution	Description
Individual Score Report	- SAT with Essay	- Student Level	- Online - Paper	Includes percentiles, color coding showing how the student performs compared to college readiness benchmarks, score projections, and demographic information; students can access their online report (https://studentscores.collegeboard.org/home); educators can access this printable report in the K-12 reporting portal (https://k12reports.collegeboard.org/login)
Roster Report	- SAT with Essay	- Student Level	- Online	Lists students with aggregate performance data and scores; an individual student report can be viewed by clicking on the student's name
Scores & Benchmarks	- SAT with Essay	- Student Level	- Online	Provides aggregate and student-level performance; shows how well students performed by comparing their scores to mean scores, benchmark data, and other statistics at the school, district and state levels; establish baselines for school improvement goals; identifies which students did not meet benchmarks
Instructional Planning	- SAT with Essay	- Student Level	- Online	Shows students by performance group in specific subscores, section, and test scores; shows the skills in which the student is strongest, and which need the most improvement

ACT WorkKeys-Produced Report Descriptions – Mailed to schools by ACT

Report	MME Component	Type or Level	Distribution	Description
Individual Summary Score Report	- ACT WorkKeys	- Student Level	- Paper	Contains the examinee's reportable scores (Level and Scale scores) and explanations of what the scores mean; test coordinators will receive one paper report per examinee to be given to the examinee
Summary Score Report	- ACT WorkKeys	- Student Level	- Paper	Contains the examinee's reportable scores (Level and Scale scores) but without the explanations of what the scores mean; test coordinators will receive one paper report per examinee to be retained by the school
Roster Score Report	- ACT WorkKeys	- Student Level	- Paper	A roster of examinees showing their scores and when they took the test; test coordinators will receive one paper report to be retained by the school
National Career Readiness Certificates (NCRC)	- ACT WorkKeys	- Student Level	- Online	Examinees who achieve a minimum score of three (3) or higher on each subject test will earn an ACT WorkKeys NCRC (or an ACT WorkKeys NCRC en Espanol if they took the tests in Spanish); for more information, go to ACT WorkKeys National Career Readiness Certificate (https://www.act.org/content/act/en/products-and-services/workkeys-for-job-seekers.html)

Section 2: Scoring

Scoring by Item Type for M-STEP

All of the processes employed to assess overall student performance begin at the item level. There are two types of items on the M-STEP for science and social studies: Multiple Choice (MC) 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, science and social studies content area assessments included multiple choice items. When responding to multiple choice items, students select from the available options, only one of which is a correct response to the item. Students who select only the correct option receive a score of one (1) on the MC item. Students who select one of the incorrect options, multiple options, or did not respond receive a score of zero (0). The string of responses from the MC items (e.g. 1,0,0,0,1,…,1) serves as input for the statistical models used to derive scale scores. MC items are scanned and scored by computer.

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 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 M-STEP MC 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 for M-STEP and SAT with Essay

Scale Scores

Students receive an overall scale score in each content area for which a valid test was returned. Scale scores are the basic unit of reporting. A scaled score is calculated from a total number of obtained score points that is statistically adjusted and converted into a consistent, standardized scale that permits direct and fair comparisons of scores from different forms of a test, either within the same administration year or across years. 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 test forms 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.[1]

For additional information on College Board standard setting, see Standard Setting for the SAT in Section 3.

Student Growth Scores

Student Growth Scores (SGPs, previously called Student Growth Percentiles), Growth Target Scores (AGPs, 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 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 of growth above or below average that 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 which range from one to three years, 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 those of 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. For more information on student growth scores, visit the Student Growth Resources web page (https://www.michigan.gov/mde/0,4615,7-140-81376_59490-298094--,00.html).

[1] The Connecticut Smarter Balanced Assessments Interpretive Guide

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Performance Levels

Scale scores within each subject area can be described in ranges. The labels applied to these ranges are called Performance Levels. The 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 can be seen on the following pages.

The cut scores are typically recommended by a panel comprised of educators and other stakeholders throughout the state in a process known as standard setting. To set these standards, the panel uses detailed descriptions of what students in each of the performance levels should know and be able to do. Based upon these detailed descriptions and actual assessment items, the panel recommends the score that best separates each performance level from the next to the Michigan Superintendent of Public Instruction. While the performance level descriptors necessarily differ by grade and subject area, student achievement, as defined by the obtained performance level, can be reasonably compared across subjects within a grade. Such a comparison can be used to indicate whether students are meeting Michigan content standards in each subject and grade.

A standard setting was conducted in May 2019 with the College Board Psychometric and Assessment Design and Development staff and panels of Michigan educators. Performance Level Descriptors were adopted and used to determine performance level cut scores for the SAT. The proficient cut score and the College Board benchmark score are the same. For additional information, see Standard Setting for SAT in Section 3.

Additional Information Regarding SAT with Essay

The College Board provides extensive information on how to interpret the data displayed on College Board score reports on the College Board website (www.collegeboard.org/michigan), under the **Understand Educator Score Reports** section.

Section 3: Performance Level Descriptors and Ranges

M-STEP and SAT Performance Level (PL) Descriptors

Not Proficient – The student needs intensive intervention and support to improve achievement and to become career- and college-ready. The student's performance is not yet proficient and indicates minimal understanding and application of the high school content standards defined for Michigan students.

Partially Proficient – The student needs assistance to improve achievement and to become career and college ready. The student's performance is not yet proficient, indicating a partial understanding and application of the high school content standards defined for Michigan students.

Proficient – The student's performance indicates understanding and application of key high school content standards defined for Michigan students. The student needs continued support to maintain and improve proficiency and to be career- and college-ready.

Advanced – The student's performance exceeds the high school content standards and indicates substantial understanding and application of key concepts defined for Michigan students. The student needs support to continue to excel and to be career- and college-ready.

ACT WorkKeys

ACT WorkKeys has developed a Scale Score Interpretation Guide (www.act.org/stateanddistrict/michigan), under **WorkKeys on Paper Resources: Interpretation** - **Interpret score reports and test data** - **Understand Score Reports** - **ACT WorkKeys Scale Score Interpretation Guide**. This document helps readers understand the WorkKeys Scale Score by explaining what the score is, how it can be used, and how it was developed.

2019 M-STEP Performance Level Scale Score Ranges

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

mme Michigan Merit Examination	2019 SAT Performance Level Scale Score Ranges				
Subject	**Grade**	**Level 1 Not Proficient**	**Level 2 Partially Proficient**	**Level 3 Proficient**	**Level 4 Advanced**
Evidence-Based Reading and Writing	11	200-429	430-479	480-629	630-800
Math	11	200-429	430-529	530-649	650-800

Note: Michigan uses SAT results for measuring proficiency on state academic standards in high school ELA and mathematics. Students who are proficient or advanced in Evidence-Based Reading and Writing and/or in Math have also met the College Board benchmark for those subjects.

Standard Setting for the SAT

In May 2019, College Board Psychometric and Assessment Design and Development staff conducted panel-based standard setting meetings for the SAT. The purpose of the standard setting meeting was to produce recommended cut scores on the SAT Math section and the SAT Evidence-Based Reading and Writing (EBRW) section, for classifying students into the four performance levels (Not Proficient, Partially Proficient, Proficient, or Advanced) to be used by Michigan for accountability purposes.

The cut scores for Partially Proficient and Advanced were set by the panelists. Each panel used the Performance Level Descriptors (PLDs) to guide them in placing bookmarks to make their recommendations. The cut scores for Proficient in Evidence-Based Reading and Writing and Math were set to the College Board College and Career Readiness scores. Panelists were asked to verify the reasonableness of the Proficient cut given the Performance Level Descriptors.

The cut scores recommended by the panel were provided to the state for consideration along with other information the panel considered relevant. The recommendations from the standard setting panel were accepted as the final cut scores.

SAT Evidence-Based Reading and Writing, and Math College- and Career-Readiness Benchmarks

Grade 11 English Language Arts (ELA) and mathematics results are reported using the College Board college- and career-ready (CCR) benchmarks for Evidence-Based Reading and Writing (EBRW) and Math. Students who have met or exceeded the EBRW CCR benchmark are considered proficient in ELA for accountability purposes. Students who meet or exceed the Math CCR benchmark are counted as proficient in 11th grade mathematics.

SAT with Essay	Score Range	Benchmark Score
Evidence-Based Reading and Writing	200-800	480
Math	200-800	530
Total Score	**400-1600**	

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

Appropriate Uses and Limitations of Summative Assessment Data

Summative reports and data are important parts of a comprehensive assessment system that schools and districts should use in data-driven decision-making when they consider curriculum development and instructional program evaluation. 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. These 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 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 Reporting section of this guide.

Limitations: Summative assessments, administered at the end of the student's instructional program, measure the standards that are assessed; they do not reflect student skills and abilities that are not part of assessed content. These results 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
  - Expectation (for social studies) 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.
  - Expectation subscore data may represent small numbers of items. 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.

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 that includes formative and benchmark assessment data to provide a more complete picture of student achievement.

Aggregate reports are intended to reflect the data needed to meet the expectations of state and federal legislation. In accordance with these mandates, separate aggregate results are provided for the following three student populations:

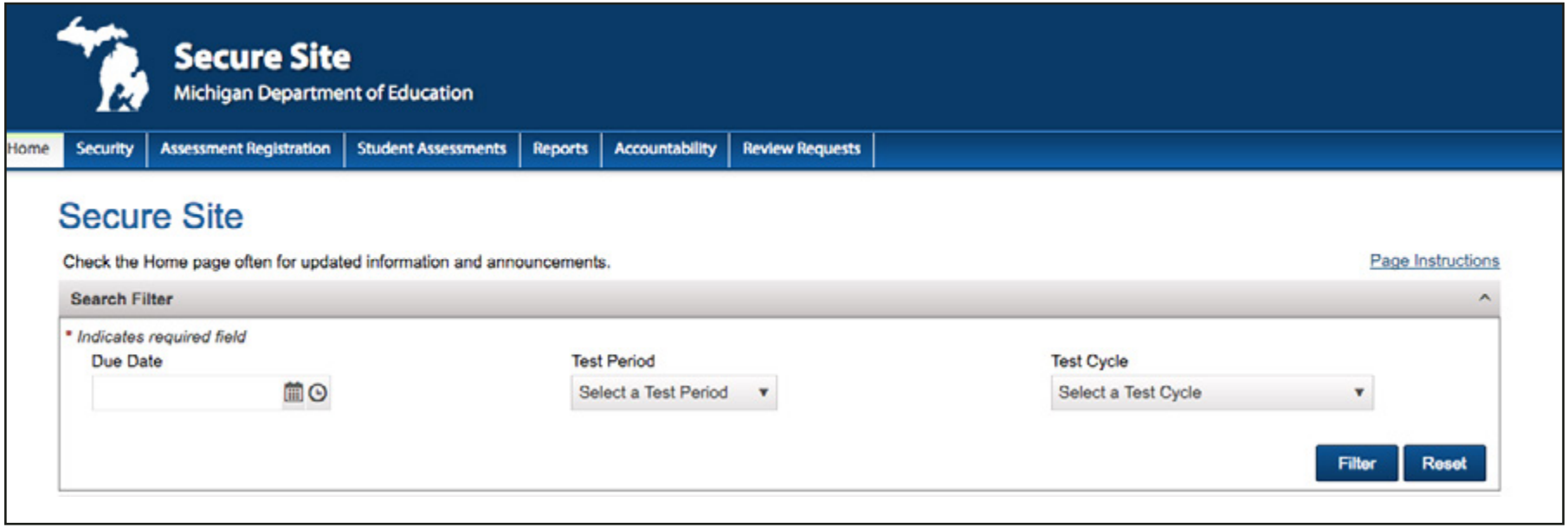
1. All students
2. Students with disabilities (SWD)
3. All except students with disabilities (AESWD)

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 and SAT reports are available to school and district users through the Dynamic Score Reports site, which is accessible through the Office of Educational Assessment and Accountability (OEAA) Secure Site. Detailed directions for accessing the M-STEP and SAT reports are documented in the **How to Access and Navigate Michigan's Dynamic Score Reporting Site** document, which is located on the M-STEP web page (www.michigan.gov/mstep).

The Secure Site



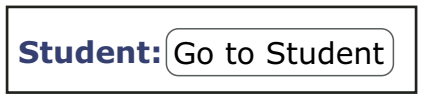
Access to the OEAA Secure Site (www.michigan.gov/oeaa-secure) is available only to district and school employees with authorized user roles and permissions granted by their district. You must have a Michigan Education Information System (MEIS) login in order to access the Secure Site. For instructions on how to obtain a MEIS login, go to Secure Site Training (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

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

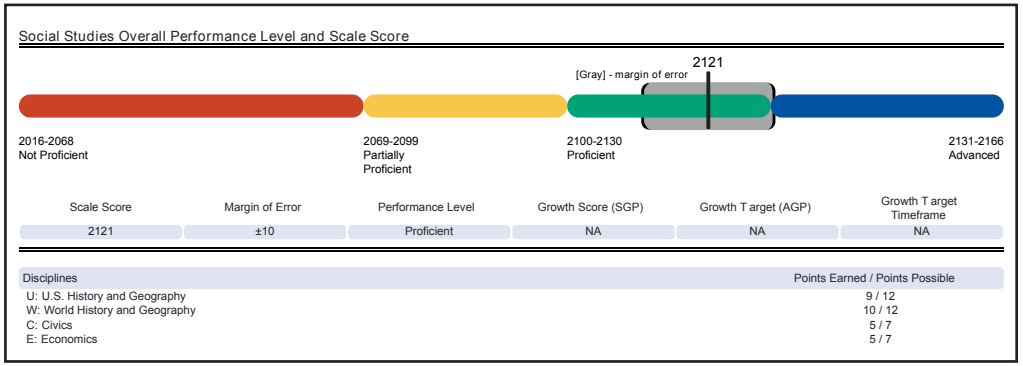


3. **The Actions button menu:** these options vary depending on the report

Options in the **Choose an Action** menu may 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 - downloadable file that contains all student data that is contained in the report
- CSV File Format - file format that describes the data contained in the CSV file download
- Dynamic Score Reporting User Guide – describes how to access and navigate the Dynamic Score Reporting Site
- Interpretive Guide to Reports – the Interpretive Guide to MME Reports

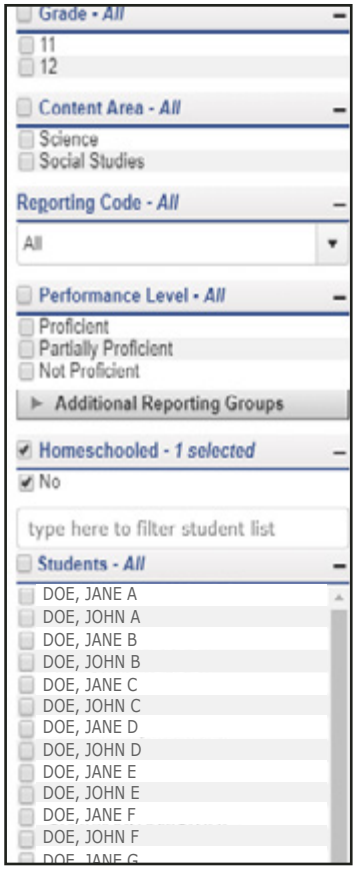
4. **Report Body:** contains the selected report with the results of the filtered input

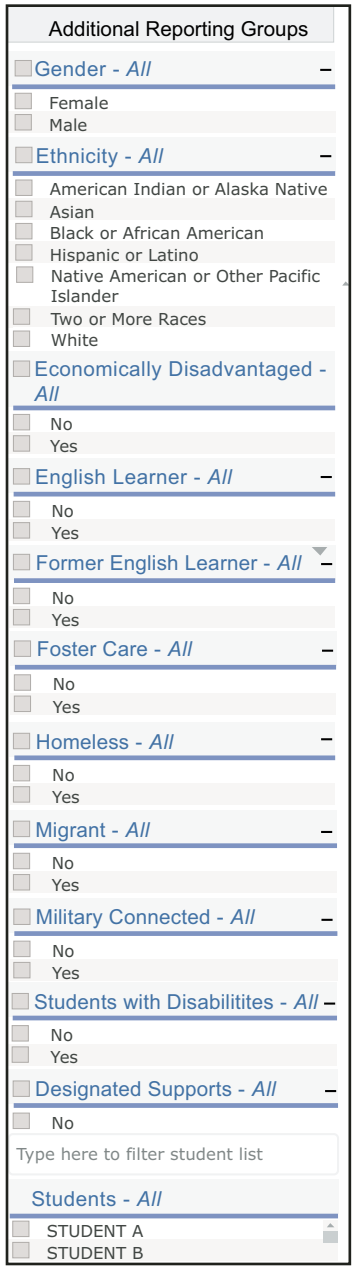


- **Filter Pane:** Allows the user to filter by grade, content area, reporting code, and individual students; also allows the user to generate reports. The student filter has a predictive search feature. To filter the results, the user types the name of the student(s) into the search bar. The options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

Grade 11 EBWR and Math results: New this year Individual Student Reports (ISR) and Demographic Reports for grade 11 ELA/EBRW and Math have been added to the DSRS. These reports provide both Michigan-specific proficiency data as well as SAT benchmark data.

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 Coming Soon:

- **Student Growth and Proficiency Report:** This new report will provide 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 Individual Student Report (ISR):** This new report will provide individual student raw score percentage of points earned on the Science Field Test.
- **Science Field Test Summary Report:** This updated report will display aggregated raw score percentage of points earned in sections, 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.

mme
Michigan Merit Examination

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 and SAT administration cycle information, and overall student performance level for tested content areas.

The labels are printed and shipped to the school where the student tested and are available through the Secure Site if schools need to print additional copies.

00000 ABC SCHOOL DISTRICT
00000 ABC HIGH SCHOOL

DOE, JANE A
UIC#: 999999999
DOB: 00/00/0000
Gender: F
Grade: 11
Spring 20XX

mme
Michigan Merit Examination

Content	SS	Performance Level
ELA (EBRW)	540	3-Proficient
Mathematics	510	2-Partially Proficient
Science	N/A	Not Applicable
Social Studies	2105	4-Advanced

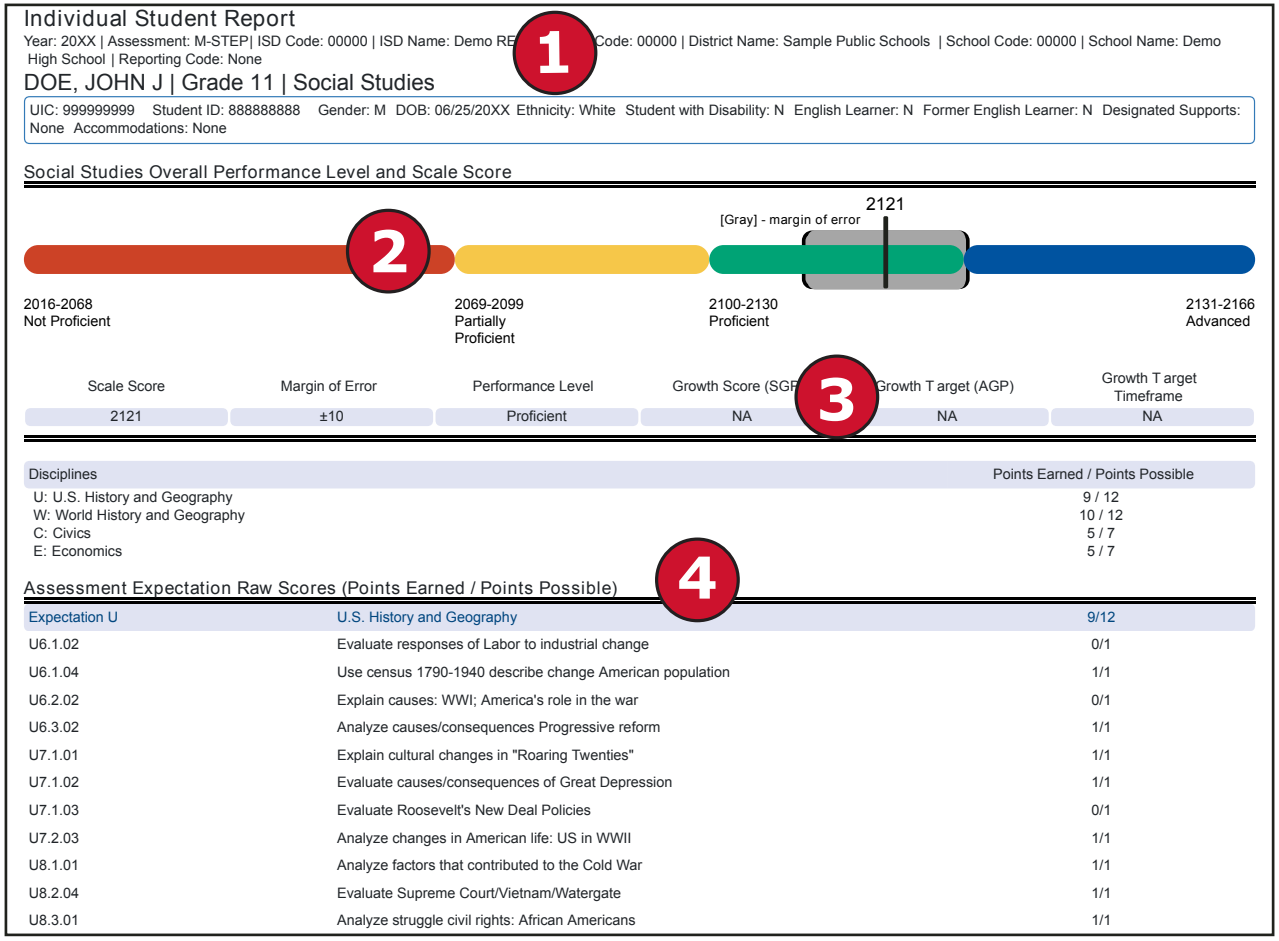
Individual Student Reports

The Individual Student Report (ISR) provides information about student performance by content area. Each student will have an ISR for Social Studies and a separate ISR for SAT Evidence-Based Reading and Writing and Math.

The **M-STEP ISR** report is divided into four main sections:

1. Student demographic information
2. Overall content performance
3. Growth Data
4. Detailed discipline and content expectation data for social studies

Sample M-STEP ISR (social studies)



Individual Student Report

Year: 20XX | Assessment: M-STEP| ISD Code: 00000 | ISD Name: Demo RE… Code: 00000 | District Name: Sample Public Schools | School Code: 00000 | School Name: Demo High School | Reporting Code: None

DOE, JOHN J | Grade 11 | Social Studies

UIC: 999999999 Student ID: 888888888 Gender: M DOB: 06/25/20XX Ethnicity: White Student with Disability: N English Learner: N Former English Learner: N Designated Supports: None Accommodations: None

Social Studies Overall Performance Level and Scale Score

2121

[Gray] - margin of error

2016-2068 Not Proficient

2069-2099 Partially Proficient

2100-2130 Proficient

2131-2166 Advanced

Scale Score	Margin of Error	Performance Level	Growth Score (SGP)	Growth T arget (AGP)	Growth T arget Timeframe
2121	±10	Proficient	NA	NA	NA

Disciplines	Points Earned / Points Possible
U: U.S. History and Geography	9 / 12
W: World History and Geography	10 / 12
C: Civics	5 / 7
E: Economics	5 / 7

Assessment Expectation Raw Scores (Points Earned / Points Possible)

Expectation U	U.S. History and Geography	9/12
U6.1.02	Evaluate responses of Labor to industrial change	0/1
U6.1.04	Use census 1790-1940 describe change American population	1/1
U6.2.02	Explain causes: WWI; America's role in the war	0/1
U6.3.02	Analyze causes/consequences Progressive reform	1/1
U7.1.01	Explain cultural changes in "Roaring Twenties"	1/1
U7.1.02	Evaluate causes/consequences of Great Depression	1/1
U7.1.03	Evaluate Roosevelt's New Deal Policies	0/1
U7.2.03	Analyze changes in American life: US in WWII	1/1
U8.1.01	Analyze factors that contributed to the Cold War	1/1
U8.2.04	Evaluate Supreme Court/Vietnam/Watergate	1/1
U8.3.01	Analyze struggle civil rights: African Americans	1/1

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. It indicates if the student has been identified as a Student with Disability, English learner, or formerly limited English proficiency in the Michigan Student Data System (MSDS). Additionally, any designated supports or accommodations the student received are displayed.

Overall Content Performance

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

Growth data

Growth Data are available after the initial release of assessment reports. They include:

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

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.

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.

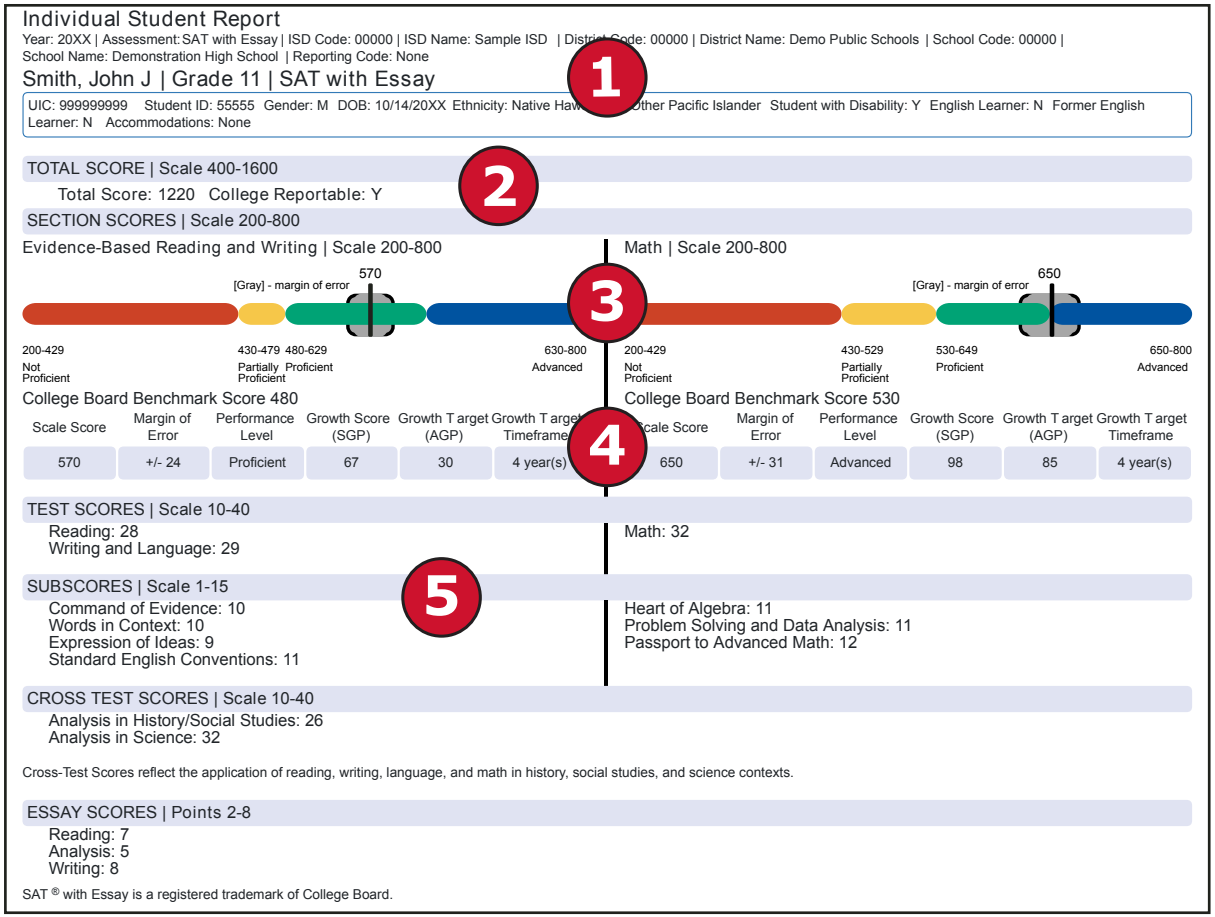
Detailed discipline and content expectation data for social studies

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.

The **SAT with Essay ISR** report is divided into five main sections:

1. Student Demographic Information
2. Total Score
3. Overall Content Performance
4. Overall Performance and Growth Data
5. Information on Individual Test Scores, Subscores, Cross-Test Scores, and Essay Scores

Sample SAT ISR (EBRW and Math)



Individual Student Report

Year: 20XX | Assessment: SAT with Essay | ISD Code: 00000 | ISD Name: Sample ISD | District Code: 00000 | District Name: Demo Public Schools | School Code: 00000 | School Name: Demonstration High School | Reporting Code: None

Smith, John J | Grade 11 | SAT with Essay

UIC: 999999999 Student ID: 55555 Gender: M DOB: 10/14/20XX Ethnicity: Native Hawaiian or Other Pacific Islander Student with Disability: Y English Learner: N Former English Learner: N Accommodations: None

TOTAL SCORE | Scale 400-1600

Total Score: 1220 College Reportable: Y

SECTION SCORES | Scale 200-800

Evidence-Based Reading and Writing | Scale 200-800

[Gray] - margin of error 570

200-429 Not Proficient | 430-479 Partially Proficient | 480-629 Proficient | 630-800 Advanced

College Board Benchmark Score 480

Scale Score	Margin of Error	Performance Level	Growth Score (SGP)	Growth T arget (AGP)	Growth T arget Timeframe
570	+/- 24	Proficient	67	30	4 year(s)

Math | Scale 200-800

[Gray] - margin of error 650

200-429 Not Proficient | 430-529 Partially Proficient | 530-649 Proficient | 650-800 Advanced

College Board Benchmark Score 530

Scale Score	Margin of Error	Performance Level	Growth Score (SGP)	Growth T arget (AGP)	Growth T arget Timeframe
650	+/- 31	Advanced	98	85	4 year(s)

TEST SCORES | Scale 10-40

Reading: 28
Writing and Language: 29

Math: 32

SUBSCORES | Scale 1-15

Command of Evidence: 10
Words in Context: 10
Expression of Ideas: 9
Standard English Conventions: 11

Heart of Algebra: 11
Problem Solving and Data Analysis: 11
Passport to Advanced Math: 12

CROSS TEST SCORES | Scale 10-40

Analysis in History/Social Studies: 26
Analysis in Science: 32

Cross-Test Scores reflect the application of reading, writing, language, and math in history, social studies, and science contexts.

ESSAY SCORES | Points 2-8

Reading: 7
Analysis: 5
Writing: 8

SAT ® with Essay is a registered trademark of College Board.

Student Demographic Information

This section provides identifying information about the student including name, grade, assessment, Unique Identification Code (UIC), the district student ID if provided by the school, gender, date of birth, and race/ethnicity. It also indicates whether the student has been marked as a Student with Disability, English Learner, or Former English Learner in the Michigan Student Data System (MSDS). If the student was assigned accommodations, the accommodations will be listed.

Total Score

The total score is the sum of the two section scores: Evidence-Based Reading and Writing, and Math. Scores for the SAT Essay are reported separately and are not part of a student's total SAT score. The total score has a range of 400-1600.

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

Growth Data are available after the initial release of assessment reports. They include:

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

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.

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.

Individual Test Scores, Subscores, Cross-Test Scores, and Essay Scores

Individual Test Scores

Reading test measures comprehensive and reasoning skills and focuses on close reading of passages in a wide array of subject areas.

Writing and language test measures a range of skills including command of evidence, expression of ideas, and the use of standard English conventions in grammar and punctuation.

Math test includes multiple-choice and student-produced response questions. It assesses skills in algebra, problem solving and data analysis, manipulation of complex equations, geometry, and trigonometry.

Subscores

The EBRW and Math assessments report multiple subscores for reading, writing and language, and math, all ranging from 1 to 15 points. Subscores provide more detail about student achievement.

Subscores of the Reading and the Writing and Language Tests:

- **Command of Evidence**
  Requires students not only to derive information and ideas from a text but also, in some cases, to identify the portion of the text that serves as the best evidence for the conclusions they reach. In this way, students both interpret text and back up their interpretation by citing the most relevant textual support.
- **Words in Context**
  Refers to the effective use of words and phrases in the context of extended prose passages. These words and phrases are neither highly obscure nor specific to any one subject or body of knowledge. They are words and phrases whose specific rhetorical effect is established in large part through the context in which they are used.

Additional Subscores of the Writing and Language Test:

- **Expression of Ideas**
  Focus is on the rhetorical aspects of writing, passage organization and its impact, including structural changes for improvement, making a point clearly, and how well sentences and paragraphs work together.
- **Standard English Conventions**
  Focus is on the building blocks of writing: sentence structure, usage, and punctuation. Topics covered include verb tense, parallel construction, subject-verb agreement, and comma use.

Subscores of the Math Test:

- **Heart of Algebra**
  Analyzing and fluently solving linear equations and systems of linear equations; creating linear equations and inequalities to represent relationships between quantities and to solve problems.
- **Problem Solving and Data Analysis**
  Creating and analyzing relationships using ratios, proportional relationships, percentages, and units; representing and analyzing quantitative data; finding and applying probabilities in context.
- **Passport to Advanced Math**
  Identifying and creating equivalent algebraic expressions; creating, analyzing and fluently solving quadratic and other nonlinear equations.

Cross-Test Scores

From the EBRW and Math section scores, two cross-test scores are reported:

- Analysis in Science
- Analysis in History/Social Studies

Analysis in History/Social Studies and Analysis in Science Cross-Test scores are based on questions in the reading, writing and language, and math tests that ask students to think analytically about texts and problems in these subject areas.

SAT Essay Scores

The SAT essay asks students to read a high-quality source text and write an effective analysis of that text using evidence drawn from the source. It measures a range of skills in reading, analysis, and writing.

Report Features

Features of the Individual Student Reports are described.

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 homeschool students. The Homeschool 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; it 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; users 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; users 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 MME Guide to Reports

Go to Student

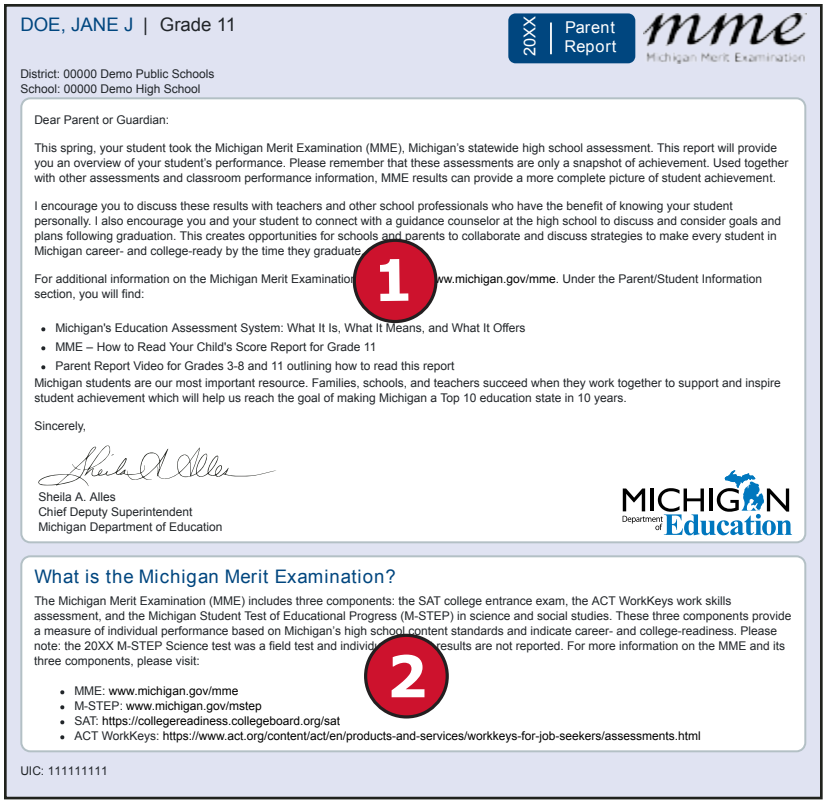
The Go to Student menu allows the user to go directly to the generated report for the selected student.

Parent Report

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

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

1. Superintendent Letter
2. What is the Michigan Merit Examination?
3. College Board Benchmark and Score Information
4. SAT Evidence-Based Reading and Writing (EBRW) and Math Performance Data
5. M-STEP Social Studies Performance Data
6. MME Performance Level Descriptors
7. Definitions
8. ACT WorkKeys



DOE, JANE J | Grade 11

20XX Parent Report

mme Michigan Merit Examination

District: 00000 Demo Public Schools
School: 00000 Demo High School

Dear Parent or Guardian:

This spring, your student took the Michigan Merit Examination (MME), Michigan's statewide high school assessment. This report will provide you an overview of your student's performance. Please remember that these assessments are only a snapshot of achievement. Used together with other assessments and classroom performance information, MME results can provide a more complete picture of student achievement.

I encourage you to discuss these results with teachers and other school professionals who have the benefit of knowing your student personally. I also encourage you and your student to connect with a guidance counselor at the high school to discuss and consider goals and plans following graduation. 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 Michigan Merit Examination[1] ww.michigan.gov/mme. Under the Parent/Student Information section, you will find:

- Michigan's Education Assessment System: What It Is, What It Means, and What It Offers
- MME – How to Read Your Child's Score Report for Grade 11
- Parent Report Video for Grades 3-8 and 11 outlining how to read this report

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

What is the Michigan Merit Examination?

The Michigan Merit Examination (MME) includes three components: the SAT college entrance exam, the ACT WorkKeys work skills assessment, and the Michigan Student Test of Educational Progress (M-STEP) in science and social studies. These three components provide a measure of individual performance based on Michigan's high school content standards and indicate career- and college-readiness. Please note: the 20XX M-STEP Science test was a field test and individ[2] results are not reported. For more information on the MME and its three components, please visit:

- MME: www.michigan.gov/mme
- M-STEP: www.michigan.gov/mstep
- SAT: https://collegereadiness.collegeboard.org/sat
- ACT WorkKeys: https://www.act.org/content/act/en/products-and-services/workkeys-for-job-seekers/assessments.html

UIC: 111111111

Superintendent Letter and What is the Michigan Merit Examination?

These two sections describe the MME test administration and provide a brief overview of the data contained in the report.

College Board and Benchmark Information

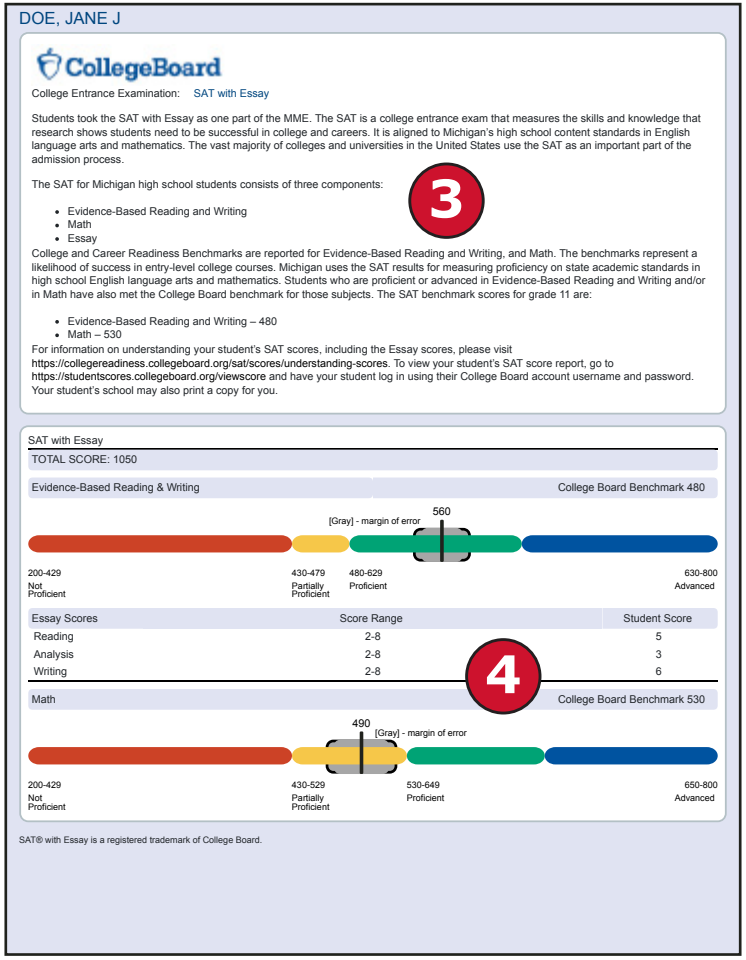
College and Career Readiness Benchmarks are reported for Evidence-Based Reading and Writing, and Math. The benchmarks represent a likelihood of a student's success in entry-level college courses. Michigan uses the SAT results for measuring proficiency on state academic standards in high school English language arts and mathematics. Students who are proficient or advanced in Evidence-Based Reading and Writing and/or in Math have also met the College Board benchmark for those subjects.

SAT Evidence-Based Reading and Writing (EBRW) and Math Performance Data

Michigan utilizes SAT with Essay results for measuring proficiency in state academic standards for high school English language arts and mathematics. Overall content area scale scores, including margin of error and the associated performance level, are provided as a graphic for Evidence-Based Reading and Writing and Math. Ranges for each performance level are shown on the graphic.

The SAT benchmark scores are indicators displayed on the student's SAT Score Report provided by the College Board. Students meeting the SAT benchmark are on track for college readiness. SAT benchmarks apply to both Math and to Evidence-Based Reading and Writing. The College Board SAT benchmarks and the MDE proficient cut scores shown on this report are the same.

The SAT Essay asks students to read a high-quality source text and write an effective analysis of that text using evidence drawn from the source. It measures a range of skills in reading, analysis, and writing.


DOE, JANE J

CollegeBoard

College Entrance Examination: SAT with Essay

Students took the SAT with Essay as one part of the MME. The SAT is a college entrance exam that measures the skills and knowledge that research shows students need to be successful in college and careers. It is aligned to Michigan's high school content standards in English language arts and mathematics. The vast majority of colleges and universities in the United States use the SAT as an important part of the admission process.

The SAT for Michigan high school students consists of three components:

- Evidence-Based Reading and Writing
- Math
- Essay

3

College and Career Readiness Benchmarks are reported for Evidence-Based Reading and Writing, and Math. The benchmarks represent a likelihood of success in entry-level college courses. Michigan uses the SAT results for measuring proficiency on state academic standards in high school English language arts and mathematics. Students who are proficient or advanced in Evidence-Based Reading and Writing and/or in Math have also met the College Board benchmark for those subjects. The SAT benchmark scores for grade 11 are:

- Evidence-Based Reading and Writing – 480
- Math – 530

For information on understanding your student's SAT scores, including the Essay scores, please visit https://collegereadiness.collegeboard.org/sat/scores/understanding-scores. To view your student's SAT score report, go to https://studentscores.collegeboard.org/viewscore and have your student log in using their College Board account username and password. Your student's school may also print a copy for you.

SAT with Essay

TOTAL SCORE: 1050

Evidence-Based Reading & Writing — College Board Benchmark 480

[Gray] - margin of error 560

200-429	430-479	480-629	630-800
Not Proficient	Partially Proficient	Proficient	Advanced

Essay Scores	Score Range	Student Score
Reading	2-8	5
Analysis	2-8	3
Writing	2-8	6

4

Math — College Board Benchmark 530

[Gray] - margin of error 490

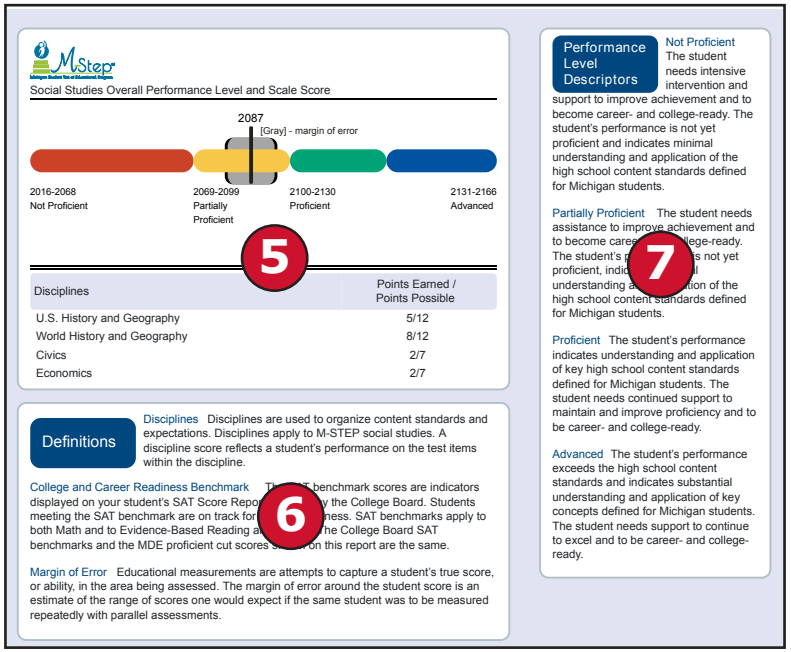
200-429	430-529	530-649	650-800
Not Proficient	Partially Proficient	Proficient	Advanced

SAT® with Essay is a registered trademark of College Board.

M-STEP Social Studies Performance Data

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.

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



Definitions

The following definitions are provided:

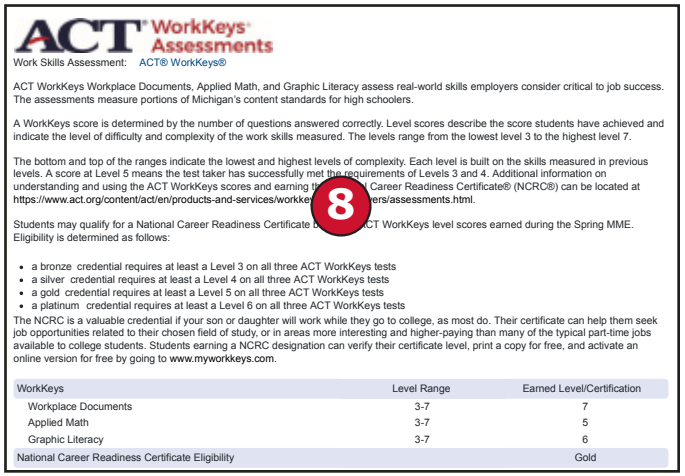
Disciplines – Disciplines are to organize content standards and expectations. Disciplines apply to science and social studies. A discipline score reflects a student's performance on the test items within the discipline.

College and Career Readiness Benchmark – The SAT benchmark scores are indicators displayed on student's SAT Score Report provided by the College Board. Students meeting the SAT benchmark are on track for college readiness. SAT benchmarks apply to both Math and to Evidence-Based Reading and Writing. The College Board SAT benchmarks and the MDE proficient cut scores shown on this report are the same.

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

ACT WorkKeys

ACT WorkKeys assessments measure real-world skills, and are designed to support economic and workforce development programs. The MME ACT WorkKeys components assess Workplace Documents, Applied Mathematics, and Graphic Literacy. Skills assessed by ACT WorkKeys are valued by Michigan employers, colleges, and technical training institutions. Students who receive qualifying scores on the three ACT WorkKeys assessments taken as part of the MME are eligible for the National Career Readiness Certificate (NCRC).

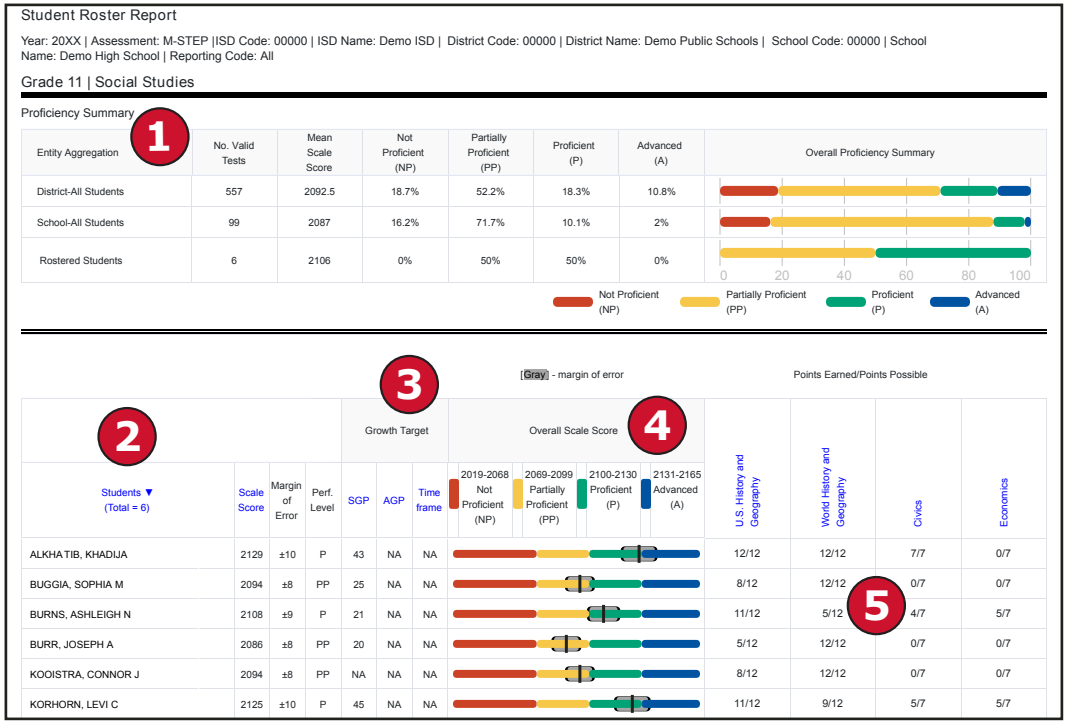


Student Roster

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

The report is divided into five main sections.

1. Overall Proficiency Summary
2. Rostered Students
3. Overall Content Performance (Table Format)
4. Overall Content Performance (Graphic Format)
5. Discipline or Subscore Data



Student Roster Report

Year: 20XX | Assessment: M-STEP |ISD Code: 00000 | ISD Name: Demo ISD | District Code: 00000 | District Name: Demo Public Schools | School Code: 00000 | School Name: Demo High School | Reporting Code: All

Grade 11 | Social Studies

Proficiency Summary

Entity Aggregation	No. Valid Tests	Mean Scale Score	Not Proficient (NP)	Partially Proficient (PP)	Proficient (P)	Advanced (A)	Overall Proficiency Summary
District-All Students	557	2092.5	18.7%	52.2%	18.3%	10.8%	
School-All Students	99	2087	16.2%	71.7%	10.1%	2%	
Rostered Students	6	2106	0%	50%	50%	0%	

0 20 40 60 80 100

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

[Gray] - margin of error

Points Earned/Points possible

Students ▼ (Total = 6)	Scale Score	Margin of Error	Perf. Level	Growth Target SGP	Growth Target AGP	Time frame	Overall Scale Score 2019-2068 Not Proficient (NP)	2069-2099 Partially Proficient (PP)	2100-2130 Proficient (P)	2131-2165 Advanced (A)	U.S. History and Geography	World History and Geography	Civics	Economics
ALKHATIB, KHADIJA	2129	±10	P	43	NA	NA					12/12	12/12	7/7	0/7
BUGGIA, SOPHIA M	2094	±8	PP	25	NA	NA					8/12	12/12	0/7	0/7
BURNS, ASHLEIGH N	2108	±9	P	21	NA	NA					11/12	5/12	4/7	5/7
BURR, JOSEPH A	2086	±8	PP	20	NA	NA					5/12	12/12	0/7	0/7
KOOISTRA, CONNOR J	2094	±8	PP	NA	NA	NA					8/12	12/12	0/7	0/7
KORHORN, LEVI C	2125	±10	P	45	NA	NA					11/12	9/12	5/7	5/7

1. 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

2. Rostered Students

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

3. Overall Content Performance (Table Format)

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.

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 up 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:** is sortable
  - Sorting by scale score will result in a list of the selected students in order of scale score (ascending or descending); clicking "Scale Score" once sorts in ascending order, and clicking 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):** will be 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); clicking "SGP" once sorts in ascending order, and clicking it twice sorts in descending order.
- **Growth Target (AGP):** will be 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); clicking "AGP" once sorts in ascending order, and clicking it twice sorts in descending order.

- **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); clicking "Timeframe" once sorts in ascending order, and clicking it twice sorts in descending order.

4. Overall Content Performance (Graphic Format)

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. Discipline or Subscore Data

Social studies report discipline results display as raw scores (points earned out of the points possible.

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.

- **Student Name** the initial display of the report is 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.
- **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
- **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.
- **Disciplines** can be sorted individually. The first click sorts from high to low; the second click will sort from low to high.

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; users can print individual or small groups of reports from this option
- **CSV File Download** – two downloadable files contain all student data that is 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 MME Reports

Drill Down

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 accessing 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.

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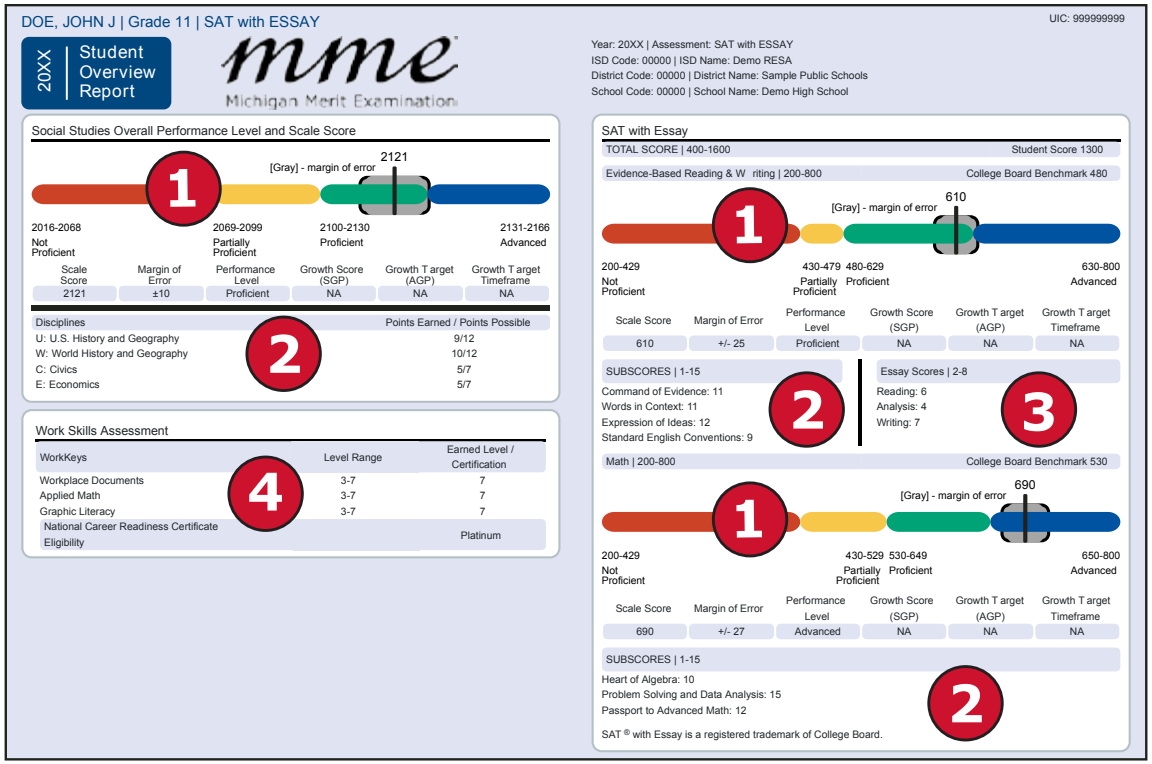
Student Overview

The Student Overview provides summary information about student performance in all tested content in the selected grade.

For each selected student the following data is displayed for each tested content in both graphical and table format:

1. Overall Content Performance (for social studies, EBRW, and Math)
2. Subscore Performance (to apply to both discipline and SAT subscores)
3. SAT with Essay Scores
4. WorkKeys Results



1. 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), 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.

2. Subscore Performance

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.

The EBRW and Math assessments report multiple subscores for reading, writing and language, and math, all ranging from one to 15 points. Subscores provide more detail about student achievement.

3. SAT Essay Scores

The SAT essay asks students to read a high-quality source text and write an effective analysis of that text using evidence drawn from the source. It measures a range of skills in reading, analysis, and writing.

4. Work Skills Assessment

ACT WorkKeys is an assessment of job skills in Workplace Documents, Applied Math, and Graphic Literacy. The ACT WorkKeys is a required component of the MME, which assesses students in grade 11 and eligible students in grade 12.

Students may qualify for a National Career Readiness Certificate (NCRC), based on the ACT WorkKeys level scores they earn during the spring MME.

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.
- **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 homeschool students. The Homeschool 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 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; users can print individual or small groups of reports from this option
- **CSV File Download** – two downloadable files contain all student data that is 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 MME Reports

Aggregate Data 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

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.

District Expectation Analysis Report

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

Grade 11 | Social Studies | All Students

Discipline U Expectations	U.S. History and Geography	No. of Students Assessed per Expectation	Average % Points Earned	Number of Students With:			
				0-25% Points Earned	26-50% Points Earned	51-75% Points Earned	76-100% Points Earned
U6.1.02	Evaluate responses of Labor to industrial change	521	84.1	83	0	0	438
U6.1.04	Use census 1790-1940 describe change American population	521	73.7	137	0	0	384
U6.2.02	Explain causes: WWI; America's role in the war	557	78.1	122	0	0	435
U6.2.04	Explain Wilson's Fourteen Points/geopolitical tension	36	63.9	13	0	0	23
U6.3.02	Analyze causes/consequences Progressive reform	521	76.4	123	0	0	398
U7.1.01	Explain cultural changes in "Roaring Twenties"	521	81	99	0	0	422
U7.1.02	Evaluate causes/consequences of Great Depression	557	70.4	165	0	0	392
U7.1.03	Evaluate Roosevelt's New Deal Policies	521	62.4	196	0	0	325

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 that is 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

CSV Files from Dynamic Score Reporting Site

Comma Delimited Files (CSV) are available from the Dynamic Score Reporting Site for the M-STEP Expectation Analysis Report. The data includes school information, student population, demographic group, and student performance data. CSV Files are provided for schools to use as a data resource for school- or district- level data reviews. Schools or districts can use the CSV files to evaluate data in ways that support school improvement goals or for other data-based-decision making purposes.

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Demographic Report

Available for both M-STEP and SAT, the Demographic Report provides a comparison of students by grade and content, aggregated across selected demographic groups, showing the percentages proficient at each level (Advanced, Proficient, Partially Proficient, and Not Proficient). The Demographic Report is available at the school, district, and state levels.

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

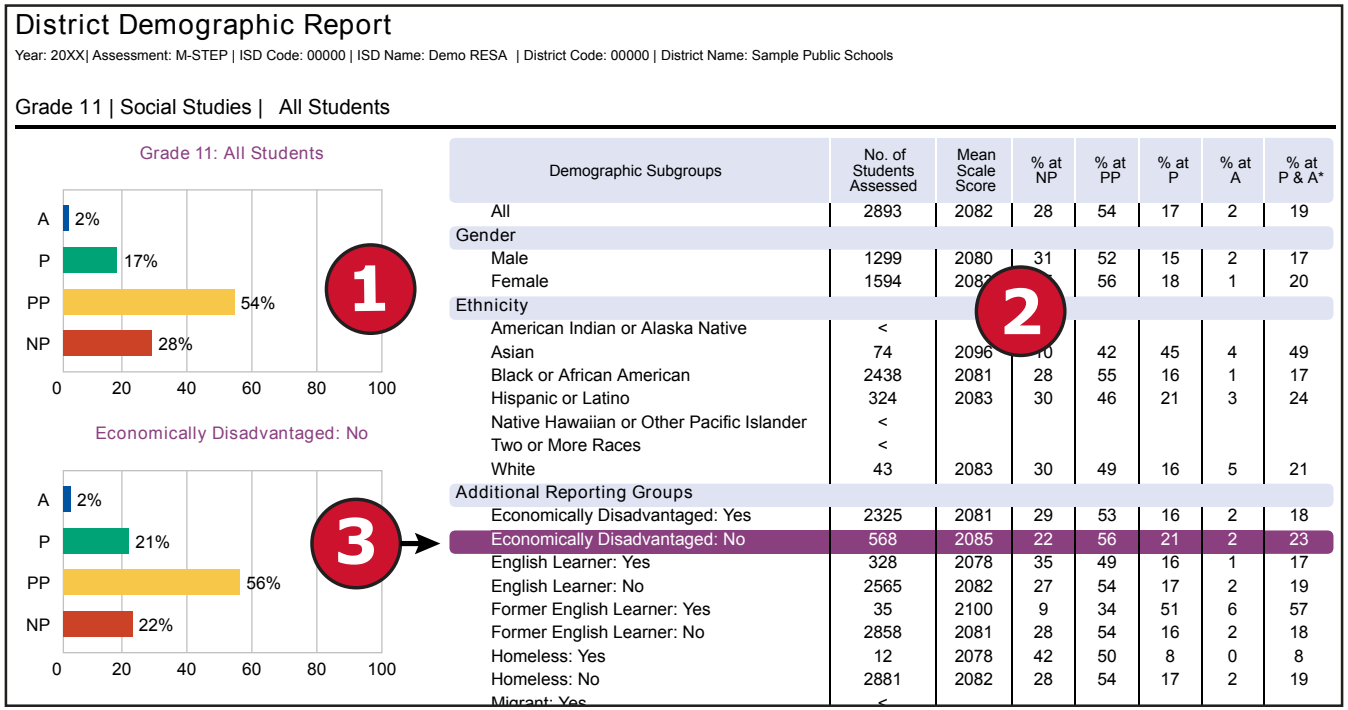
All Students—the default

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

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

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

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



Overall Performance Level Percentages Graphic

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

Demographic Subgroup Performance Level Data Table

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

- Gender
  - Male
  - Female
- Ethnicity
  - American Indian or Alaska Native
  - Asian
  - Black or African American
  - Hispanic or Latino
  - Native Hawaiian or Other Pacific Islander
  - Two or More Races
  - White
- Additional Reporting Groups
  - Economically Disadvantaged: Yes
  - Economically Disadvantaged: No
  - English Learner: Yes
  - English Learner: No
  - Former English Learner: Yes
  - Former English Learner: No
  - 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
- Students with Disabilities
  - Standard Accommodation—all students
  - Standard Accommodation—EL only

Subgroup Performance Level Percentages Graphic

If a demographic subgroup is selected, then a graphical display of the performance level percentages for that subgroup is displayed under the overall graph for easy comparison.

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 that is 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 MME Reports

Drill Down Feature - M-STEP 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.

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.

CSV Files from Dynamic Score Reporting Site

Comma Delimited Files (CSV) are available from the Dynamic Score Reporting Site for the M-STEP Demographic Report. The data includes school information, student population, demographic group, and student performance data. CSV Files are provided for schools to use as a data resource for school- or district- level data reviews. Schools or districts can use the CSV files to evaluate data in ways that support school improvement goals or for other data-based-decision making purposes.

Comprehensive Report

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

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

All Students—the default

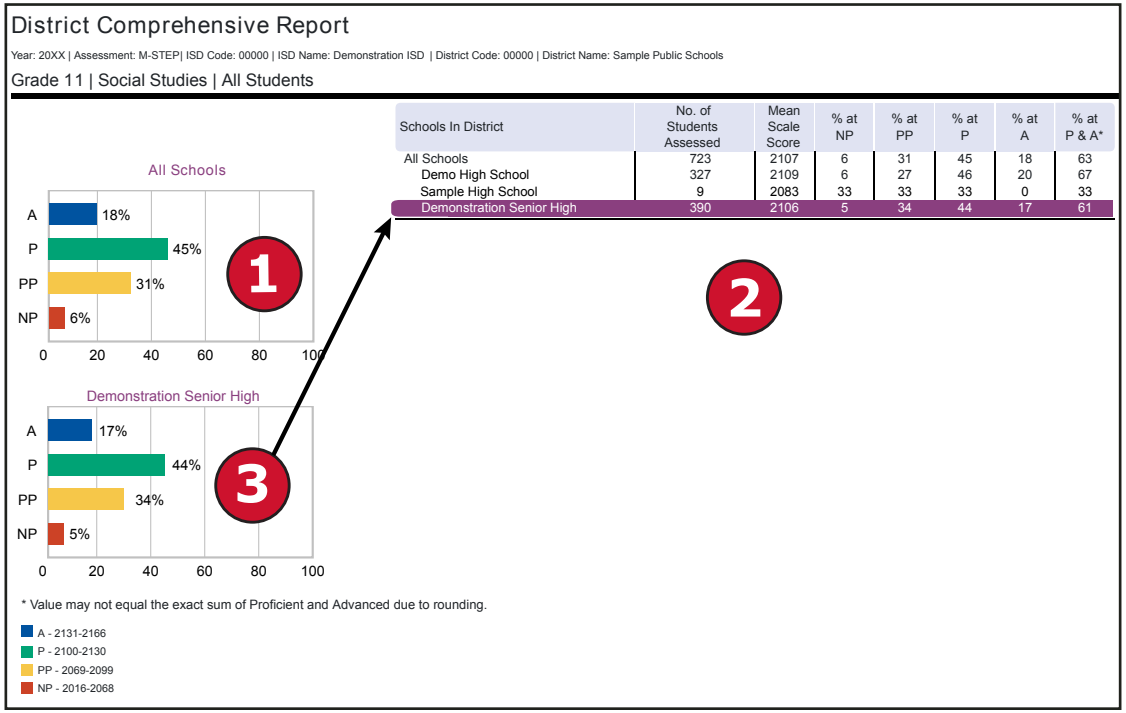
All Except Students with Disabilities—students who are not marked Special Education in the Michigan Student Data System (MSDS) at the time of testing

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

After the user selects a grade to view, all tested content for that grade is displayed sequentially in alphabetical order.

The report is divided into three main sections:

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



Overall Performance Level Percentages Graphic

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

Entity Performance Level Data Table

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

Performance data are displayed for the schools (excluding nonpublic schools) in the district

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.

CSV Files from Dynamic Score Reporting Site

Comma Delimited Files (CSV) are available from the Dynamic Score Reporting Site for the M-STEP Comprehensive Report. The data includes school information, student population, demographic group, and student performance data. CSV Files are provided for schools to use as a data resource for school- or district- level data reviews. Schools or districts can use the CSV files to evaluate data in ways that support school improvement goals or for other data-based-decision making purposes.

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 OEAA Secure Site (www.michigan.gov/oeaa-secure).

Student Data Files are available for the M-STEP, SAT with Essay, and ACT WorkKeys assessments.

Aggregate Data Files are available for the M-STEP and SAT with Essay assessments.

Student Data File

The Student Data File contains detailed individual student data in a Microsoft Excel file. This 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/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 for other data-based decision-making purposes.

SAT Student Data File Format

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

Excel Column	Field	Descriptor	Field Type (Length)	Format
A	MMETestPeriod	SAT 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	AttendingInstitutionCode	Code of attending institution	varchar(6)	999999
F	Grade	Student grade	varchar(2)	99
G	NameofAttendingInstitution	Institution name associated with AI Code derived from building code	varchar(50)	
H	LastName	Student last name	varchar(25)	
I	FirstName	Student first name	varchar(25)	
J	MiddleInitial	Student middle initial	char(1)	9
K	Gender	Student's gender M = Male, F = Female	char(1)	9
L	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

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.

SAT Aggregate Data File Format

The downloaded file containing SAT aggregate data is a Comma Delimited File (CSV) with the following fields in order:

Excel Column	Field	Descriptor	Field Type and Length
A	TestCycle	Test name and year	text(20)
B	ISDCode	ISD code	varchar(05)
C	ISDName	ISD name	varchar(50)
D	DistrictCode	District code	varchar(05)
E	DistrictName	District name	varchar(50)
F	SchoolCode	School code	varchar(05)
G	SchoolName	School name	varchar(50)
H	Grade	Tested grade	varchar(02)
I	Subject	English Language Arts Mathematics Overall	varchar(20)
J	SubGroupType	All Students Economically disadvantaged (ED) English learner (EL) Ethnicity Former English learner (FEL) Foster Care Gender Homeless Migrant (MS) Military Connected Students With Disabilities	varchar(50)
K	DemographicSubGroup	All Students Female Male American Indian or Alaska Native Asian Black or African American Hispanic or Latino Native Hawaiian or Other Pacific Islander Two or More Races White No *(not used for All Students, Ethnicity, Gender)* Yes *(not used for All Students, Ethnicity, Gender)*	char(37)
L	AvgSS	Average scale score of selected group	decimal(8,1)
M	StdDevSS	Standard scale score deviation of selected group	decimal(8,1)
N	NotMetN	Number of students not meeting proficiency benchmark in selected group	integer
O	NotMetPct	Percent of students not meeting proficiency benchmark in selected group	decimal(8,1)

Section 7: Additional Resources

Additional Sources of Assessment Results

MI School Data

MI School Data (www.michigan.gov/mischooldata) is an online portal that provides views of Michigan education data to help in making 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 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 its 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 have been added to the system. For more information on MiLearn, contact Tim Hall at hallt@michigan.gov.

SAT Information:

- College Board website (www.collegeboard.org)

  The following resources are located on the College Board website:

  - Understanding SAT Scores
  - Benchmarks: K-12 Educator Brief – The College and Career Readiness Benchmarks for the SAT Suite of Assessments

- MME web page (www.michigan.gov/mme)

WorkKeys Information:

- ACT website (www.Act.org)

  The following resources are located on the ACT website:

  - Understanding Scores web page
  - How the ACT WorkKeys Assessments can work for you
  - ACT WorkKeys for Educators and Administrators
  - ACT WorkKeys Michigan web page
  - ACT WorkKeys Assessments

- MME web page (www.michigan.gov/mme)

General Resources

General additional resources are available on the MME web page (www.michigan.gov/mme). Links are provided to the following:

- College Board – Michigan website (www.collegeboard.org/michigan)
- ACT Testing - Michigan website (www.act.org/stateanddistrict/michigan)
- M-STEP web page (www.michigan.gov/mstep)
  Available resources:
  - M-STEP and MME Performance Level (PL) Descriptors
  - M-STEP Performance Level Scale Score Ranges
  - M-STEP Student Data File Format
  - Statewide Summative Assessments Calendars
  - M-STEP: What it is, What it means, and What it Offers—presentation
  - Online Practice for M-STEP science and social studies
  - Sample Item Sets

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?**

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

Section 8: Contact Information

School administrators, teachers, and counselors should become familiar with the report layouts and information contained in this document. If you have questions after reviewing this Guide to Reports, or if you need additional information about MME administration procedures, content, scheduling, 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, using the contact information listed below:

Office of Educational Assessment and Accountability

Andrew Middlestead, Director, OEAA

Kate Cermak, Manager, Test Administration and Reporting

Pietro Semifero, Manager, Online Assessment

Steven Reed, MME Administration and Reporting Consultant

Phoebe Gohs, M-STEP Administration and Reporting Consultant

John Jaquith, Manager, Test Development

Nichole Mosser, ELA Consultant

Kyle Ward, Mathematics Consultant

Susan Palmiter, Social Studies Consultant

Tamara Smolek, Science Consultant

Jennifer Paul, English Learner and Accessibility Assessment Specialist

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

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

Fax: 517-335-1186

Website: www.michigan.gov/mme

E-mail: OEAA@michigan.gov

Section 9: Glossary

- **Benchmark Score:** The SAT benchmark scores are indicators displayed on the student's SAT Score Report provided by the College Board. Students meeting the SAT benchmark are on track for college readiness. SAT benchmarks apply to both Mathematics and to Evidence-Based Reading and Writing. The College Board SAT benchmarks and the MDE proficient cut scores shown on this report are the same.
- **Disciplines:** 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:** 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:** This graphic "box" in the Science Summary Report represents 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:** This is 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:** This is 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 that would be expected 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:** This is 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.
- **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:** These are 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, allowing 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:** On a graph of test results, the upper and lower whisker markings represent scores outside of the interquartile range. Scores in the upper "whisker" represent quartile four – that is 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.

Appendix: Accessing SAT and ACT WorkKeys Score Reports

SAT with Essay:

Detailed SAT with Essay results are reported in the College Board reporting portal under two categories:

1. Student Score Reports
2. K-12 Educators

For students:

Students may access their SAT score reports through their College Board account. The student's test registration must be linked to their College Board account before the scores are accessible.

Link Your Account to Your Registration: If the student's SAT School Day registration does not appear, students will need to link their account to their registration.

a. Select **My SAT**.

b. On the SAT Registration page, click **Continue** to get started.

c. In the **Previous Registration** section, choose "Yes" and enter the registration number for your SAT School Day in the **Your Previous Registration Number** box.

Students will need a registration number for accessing scores. These can be found in the Roster Report of the K–12 Reporting Portal.

d. Select April 2019 for the **Date You Took the Test**.

e. Complete the **Personal Info** section using your full legal name that matches what your school has on file.

f. Complete the **High School** section by entering your expected graduation date and grade level.

g. Complete the **Mailing Address** section.

h. Verify your email address is correct. Click **Save & Exit**.

There still may be cases where a student is unable to link the test registration and the College Board account because the information is too different. If a student still does not see the registration on the My SAT page, he/she can call the College Board's Student SAT Help Line at 1-866-756-7346.

Note: It may take up to 24 hours for the scores to load into the account once it is linked.

For educators:

Reports for schools and educators are available on the College Board Reporting Portal. To access scores, educators must have a College Board Professional account and have been granted access to reporting by the school's Data Access Tool Manager.

Accessing the College Board Reporting Portal

Each district/school must have at least one Data Access Tool (DAT) Manager. This person is responsible for assigning access to educators within the school. The DAT Manager will assign a user role to each educator. The online reporting portal consists of two areas:

Report Center: Reporting tools allow educators to configure and run online reports, apply filters for data analysis, and print student reports.

Download Center: Data files are available to manage electronic score downloads.

To access the reporting portal:

a. Log in to your College Board professional account.

b. Look under Tools and Services and click K–12 Assessment Reporting.

If you don't see K–12 Assessment Reporting, you don't have access. To identify your school's access manager in order to request access:

a. Log in to your College Board professional account.

b. Scroll down to Add Additional Tools and Services → K–12 → K–12 Assessment Reporting → Request Access.

You should see the name and contact info of your access manager.

Note: Choosing Request Access from the portal dashboard does not notify your access manager. You still need to contact your access manager directly to request access.

ACT WorkKeys

The following reports are mailed to schools in July.

For students:

- **Individual Summary Score Report** - an examinee-level report containing the examinee's reportable scores (Level and Scale scores) and explanations of what the scores mean. The test coordinators will receive one paper report per examinee to be given to the examinee.
- **National Career Readiness Certificates** (NCRCs) - Students earning a certificate may print their own NCRC by creating an account at myworkkeys.com (www.myworkkeys.com).

For educators:

- **Summary Score Report** - an examinee-level report containing the examinee's reportable scores (Level and Scale scores) but without the explanations of what the scores mean. The test coordinator will receive one paper report per examinee to be retained by the school.
- **Roster Score Report** - a roster of examinees showing their scores and when they took the tests. The test coordinator will receive one paper report to be retained by the school.

Student Access to MyWorkKeys.com

Examinees can view their scores by creating and logging into their account at www.myworkkeys.com. In order to access scores, examinees will need to provide matching criteria when creating their account. The five matching criteria are:

- first name
- last name
- month of birth
- day of birth
- State Assigned Student ID Number (SASID).

The SASID will have to be provided by the school.

Note: The SASID is the same as the Unique Identification Code (UIC) that is assigned through the Michigan Student Data System (MSDS) for each student.