



Michigan Student Test of Educational Progress

Spring 2021

# Interpretive Guide to M-STEP Reports

September 2021



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## Section 1: Introduction

### Purpose

In 2021, the Michigan Student Test of Educational Progress (M-STEP) English language arts (ELA) and mathematics assessments was administered to students in grades 3-7; the science and social studies assessments were administered in grades 5, 8, and 11. The purpose of the M-STEP is to measure Michigan students' achievement on the Michigan Academic Standards.

The M-STEP is the assessment the Michigan Department of Education (MDE) uses to meet state and federal accountability requirements for students in grades 3 to 8 and 11. On Friday, March 26, 2021, the Michigan Department of Education (MDE) received approval to waive some federal high-stakes school accountability requirements, including the requirement that the state assess with a participation rate of at least 95 percent. Michigan districts were required to offer remote or virtual students the **opportunity** to come into school to take the appropriate assessments; however, remote-only students were not **required** to come into school for the sole purpose of taking the assessments. Students in grade 8 took the PSAT 8/9 for ELA and mathematics while 11th graders took the SAT with Essay for ELA and mathematics. More information on these assessments, see the [PSAT](http://www.michigan.gov/psat) ([www.michigan.gov/psat](http://www.michigan.gov/psat)) and the [MME](http://www.michigan.gov/mme) ([www.michigan.gov/mme](http://www.michigan.gov/mme)) web pages. Eligible students with disabilities take the MI-Access assessment. For information about MI-Access assessments, see the [MI-Access web page](http://www.michigan.gov/mi-access) ([www.michigan.gov/mi-access](http://www.michigan.gov/mi-access)).

The COVID-19 pandemic created significant challenges to instruction during the 2020-21 school year. As a result, the data from the Spring 2021 M-STEP assessments should be used cautiously and in combination with other local assessment data (including benchmark assessment data) to identify the learning needs of students and to plan educational programming.

Aggregate report results may reflect non-random sampling disparities caused by changes in instructional programming during the 2020-21 school year. For example, schools across a district may have been

provided different, and non-comparable, learning options, including remote, in-person, and/or hybrid programs. In addition, quarantine requirements may have created variations in instructional program offerings throughout the school year, leading to variations in instruction across a school or district. District leaders know best what the 2020-21 school year looked like for their district's students; for example, some districts' school years may have had fewer interruptions and higher test participation than others. Thus, comparisons among school, district, and state results are discouraged this year.

Aggregate report results will reflect only students who participated in the M-STEP assessments. As a result of the federal accountability waiver of the participation requirement, schools within a district may have variations in participation in statewide summative assessments. Additionally, schools or districts that had larger populations of students learning remotely may not have comparable quantities of students participating in assessments; these differences in participation are not random. Some communities or demographic subgroups of students may be underrepresented in reported results because of variations in assessment participation.

Approximately 70% of eligible students participated in Spring testing for ELA and Mathematics; approximately 61% participated in testing for Science and Social Studies. These rates are significantly lower than participation rates in previous years, making any comparison to previous years' data problematic.

With these cautions in mind, 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 also be used cautiously and 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.

## What's In this Guide?

This guide is intended to help educators understand and use the results from the Spring 2021 M-STEP (Michigan Student Test of Educational Progress). Reports available for the M-STEP include student level and aggregate level data reports.

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

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, Demographic Subscore Report, and Expectation Analysis Report. The Target Analysis Report provides aggregate level assessment target data for English language arts (ELA) and mathematics.

This guide also includes the following sections.

- [Section 2](#) provides information on assessment item types and how scores are reported
- [Section 3](#) describes performance-level categories and ranges
- [Section 4](#) explains the appropriate uses and limitations of the data
- [Section 5](#) explains how to access reports
- [Section 6](#) provides detailed descriptions of each report

- [Section 7](#) includes other resources, both for additional information regarding sources of assessment results and general information on statewide assessments; users are encouraged to review these additional resources for further information on statewide assessment reporting
- [Section 8](#) includes a glossary of M-STEP data and reporting terms
- [Section 9](#) includes contact information for MDE staff involved in reporting of M-STEP data

## Family Educational Rights and Privacy Act (FERPA)

Reports that provide student level data include federally protected student data. Some aggregate reports may contain score data representing small numbers of students. The Office of Educational Assessment and Accountability (OEAA) no longer suppresses aggregate data for fewer than ten students. Data representing small numbers of students should also be considered federally protected student data. It is imperative that report users understand the sensitive and confidential nature of the data presented on M-STEP reports and comply with all [Family Educational Rights and Privacy Act](https://www2.ed.gov/policy/gen/guid/fpco/ferpa/index.html) (https://www2.ed.gov/policy/gen/guid/fpco/ferpa/index.html) regulations.

## Invalid Tests

Students who attempted an M-STEP content area test in Spring 2021 but did not receive a valid test score are reported on the student level reports only. While the student's test score is not reported, the reason for the invalid test is provided. Students who do not receive a valid score are not included on aggregated reports. Tests may be flagged as invalid for the following reasons:

- Student Prohibited Behavior
- Tested in incorrect grade (Out of Level)



- Did not meet “attemptedness” criteria
    - the student did not answer enough questions to calculate an overall scale score
  - Non-standard accommodation administered
  - Other misadministrations
    - student not given correct test
    - student not provided appropriate designated support or accommodation
    - paper/pencil test materials not returned according to schedule
- (See the M-STEP Test Administration Manual for more information.)

## Report Descriptions

Report	Description	Aggregation	Distribution
Student Record Labels	Summarizes individual student achievement in each content area for inclusion in the student’s Cumulative Student Record folder	• Individual Student	• Secure Site • Mailed to School
Individual Student Report (ISR)	Separated by content area, provides detailed information on individual student achievement, including overall scale score, performance level, growth score, growth target, target time frame, and summarized claim, domain, or discipline data	• Individual Student	• Dynamic Score Reporting Site • MiLearn – Educator
Parent Report	Summarizes individual student achievement in each content area, including overall scale score, performance level, and summarized claim, domain, or discipline data	• Individual Student	• MiLearn – Educator, Parent, Student • Dynamic Score Reporting Site • Mailed to School
Student Overview	Summarizes student achievement for all content areas, including scale score, performance level information, summarized claim, domain, and discipline data, growth score, growth target, and target time frame	• Individual Student	• MiLearn – Educator • Dynamic Score Reporting Site
Student Roster	Separated by content area, provides detailed information on student achievement for groups of students, including overall scale score, performance level, growth score, growth target, target time frame, and summarized claim, domain, and discipline data; summary proficiency information is also included for rostered students, school, district, and state aggregate groups	• Individual Student	• MiLearn – Educator • Dynamic Score Reporting Site
Student Growth and Proficiency Report	Provides detailed information about student achievement and student growth data; includes overall scale score, performance level, growth score, growth target, and target time frame; student scale score is shown plotted against growth data	• Individual Student	• Dynamic Score Reporting Site





Report	Description	Aggregation	Distribution
Expectation Analysis Report	Provides the percentage of points earned by grade and content area expectation in each discipline and the number of students scoring in each of four score ranges: 0-25%, 26-50%, 51-75%, and 76-100%; this report is available for social studies only and provides an overview of performance by content expectation	<ul style="list-style-type: none"> <li>• School</li> <li>• District</li> <li>• State</li> </ul>	<ul style="list-style-type: none"> <li>• Dynamic Score Reporting Site</li> </ul>
Demographic Report	Provides a comparison of students by grade and content, aggregated across selected demographic groups, showing mean scale scores and percentages of students in each performance level	<ul style="list-style-type: none"> <li>• School</li> <li>• District</li> <li>• State</li> </ul>	<ul style="list-style-type: none"> <li>• Dynamic Score Reporting Site</li> </ul>
Comprehensive Report	Provides a comparison of students by grade and content by schools within a district—mean scale scores and percentages of students in each performance level are reported	<ul style="list-style-type: none"> <li>• District</li> </ul>	<ul style="list-style-type: none"> <li>• Dynamic Score Reporting Site</li> </ul>
Target Analysis Report	For groups of students, identifies assessment targets that are relative strengths or weaknesses as compared to overall performance on an ELA or mathematics assessment	<ul style="list-style-type: none"> <li>• School</li> <li>• District</li> <li>• State</li> </ul>	<ul style="list-style-type: none"> <li>• Dynamic Score Reporting Site</li> </ul>
Demographic Subscore Report	Provides claim performance information by aggregate group for English language arts and mathematics; percentages of students earning each claim performance indicator is provided for the overall aggregate group and aggregated across selected demographic groups	<ul style="list-style-type: none"> <li>• School</li> <li>• District</li> <li>• State</li> </ul>	<ul style="list-style-type: none"> <li>• Dynamic Score Reporting Site</li> </ul>
Student Data File	Data file that includes all individual level student data, including scale score, performance level, summarized claim, domain data, discipline data, growth score, growth target, target timeframe, student demographic information, and valid/invalid reasons	<ul style="list-style-type: none"> <li>• Individual Student</li> </ul>	<ul style="list-style-type: none"> <li>• Secure Site</li> </ul>
Aggregate Data File	Data file that includes aggregated student performance information, including average scale score, count and percent of students in each performance level, and demographic subgroups	<ul style="list-style-type: none"> <li>• School</li> <li>• District</li> <li>• State</li> </ul>	<ul style="list-style-type: none"> <li>• Secure Site</li> </ul>

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## Section 2: Scoring

### Scoring by Item Type

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

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

In Spring 2021, all content area assessments—English language arts, mathematics, science, and social studies – included multiple choice (MC) items. When responding to multiple choice items, students select from the available options, only one of which is the correct response to the item. Students who select only the correct option receive a score of one (1) on the MC item. Students who select one of the incorrect options, multiple options, or did not respond receive a score of zero (0). The string of responses from the MC items (for example, 1,0,0,0,1,...,1) serves as input for the statistical models used to derive scale scores. MC items are scanned and scored by computer.

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

In Spring 2021, the ELA and mathematics tests included operational Constructed Response (CR) items. In ELA, all grades 3-7 were assessed for a portion of Claim 2 (writing) using a Passage-based Writing (PBW) Prompt item. Students were presented with either a literary

or informational reading passage. Based on this passage, students received a writing prompt that required them to respond to the prompt using supporting evidence from the passage. The maximum points for PBW Prompt items ranged from one point to four points. In mathematics, the maximum points for CR items ranged from one point to three points.

ELA CR items requiring typed or written answers and PBW Prompt items are evaluated by human scorers. Guided by precise criteria, scorers review a response for accuracy and completeness and assign points based on how well the requirements of the prompt are fulfilled, according to a scoring rubric for the specific item. Extensive professional practice and research have refined and validated the critical steps that ensure consistency in scoring. Scorers are trained to ignore extraneous factors such as neatness and to focus on the comprehension demonstrated in the response.

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







PASSAGE-BASED WRITING	
CODE	CONDITION CODE CATEGORY
B	<b>Blank</b>
I	<p><b>Insufficient</b></p> <p>The response is too brief to make a determination regarding whether it is on purpose or topic. For example:</p> <ul style="list-style-type: none"> <li>• Random keystrokes</li> <li>• Undecipherable text</li> <li>• “I hate this test”</li> <li>• “I don’t know”</li> <li>• “I don’t care”</li> </ul>
L	<p><b>Non-Scorable for Language</b></p> <p>The response is written in a language other than English.</p>
T	<p><b>Off Topic</b></p> <p>The response is unrelated to the task or the sources or shows no evidence that the student has read the task or the sources.</p>
M	<p><b>Off Purpose</b></p> <p>The student has clearly not written to the purpose designated in the task.</p> <ul style="list-style-type: none"> <li>• An off-purpose response addresses the topic of the task but not the purpose of the task.</li> <li>• Off-purpose responses are generally developed responses clearly not written to the designated purpose.</li> </ul>

## Technology Enhanced Item Scores

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

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

**Choice Interaction** – similar to 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 mathematics item type containing an embedded keyboard for mathematics 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 student 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

**Graphing** – line graphs and coordinate graphs where students plot points and lines

**Table** – students fill in missing numbers

**Drop Down** – students select numbers or words from list

**Table Interaction** – students check appropriate boxes to match columns to rows

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

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

The print variations of the TE items are created in various ways. Some TE items are converted to multiple-select items (similar to Choice Interaction but with more than four options and possibly more than one correct answer) or table interactions (where the student fills in portions of a table to complete the question). In all cases, the companion items maintain the same point values as their TE counterparts.


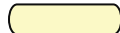
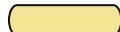
## **How Scores Are Reported**

### ***Scale Scores***

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

### ***Assessment Claims***

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

-  The blue bar indicates the student is **above** standard
-  The yellow bar indicates **at/near** standard
-  The orange bar indicates the student is **below** standard



A complete test is required in order to calculate the claim performance indicators. In rare instances, a student may take a sufficient portion of the test to generate an overall scale score, but not complete the test sufficiently to fully evaluate claim-level performance in ELA and/or mathematics. In these instances, the claim performance indicators are not reported.

### ***Claim/Domain Performance Indicator Clarification***

It is possible for a student who scored at the “Advanced” proficiency level to also receive a claim indicator that states “At/Near Standard” in one or more of the claims in the content area.

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

- claim performance indicators show student performance within a single claim
- overall proficiency levels show student performance within the entire content area

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

When a student has a claim performance indicator of “At/Near Standard”, schools should use local assessment data to build a better understanding of the student’s mastery of the content within the claim. This use of local data will help teachers and school staff gain a deeper understanding of what the student knows and is able to do in relation to Michigan’s Academic Standards.

### ***Student Growth Data***

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

Growth data are relative to students in Michigan who had comparable achievement scores on prior state-level tests. This means only those students who received valid scores on the most recent state assessment in a content area and have a valid score on this year’s test will receive SGPs. It also follows that SGPs will not be available for:

- any grade 3 test
- any grade 4 test (this year only, because Spring 2020 testing was canceled; there are no prior year scores)
- any science test (prior science assessments were field tests)
- grade 5 social studies

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 the proportion of scores in the comparison group are below that score. For example, a Growth Score of 60 means the student had higher growth than 60 percent of comparable students.

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

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



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

## ***Performance Levels***

M-STEP scale scores within each subject area can be described in ranges. The labels applied to these ranges are known as Performance Levels. The M-STEP performance levels are Not Proficient, Partially Proficient, Proficient, and Advanced. The divisions between the levels are often referred to as cut scores. Scale score and performance level range tables are located on the following pages.

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





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


### Performance Level (PL) Descriptors

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

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

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

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

		<b>2021 M-STEP Performance Level Scale Score Ranges</b>			
Subject	Grade	Level 1 Not Proficient	Level 2 Partially Proficient	Level 3 Proficient	Level 4 Advanced
ELA	3	1203-1279	1280-1299	1300-1316	1317-1357
	4	1301-1382	1383-1399	1400-1416	1417-1454
	5	1409-1480	1481-1499	1500-1523	1524-1560
	6	1508-1577	1578-1599	1600-1623	1624-1655
	7	1618-1678	1679-1699	1700-1725	1726-1753



## 2021 M-STEP Performance Level Scale Score Ranges

Subject	Grade	Level 1 Not Proficient	Level 2 Partially Proficient	Level 3 Proficient	Level 4 Advanced
<b>Mathematics</b>	3	1217-1280	1281-1299	1300-1320	1321-1361
	4	1310-1375	1376-1399	1400-1419	1420-1455
	5	1409-1477	1478-1499	1500-1514	1515-1550
	6	1518-1578	1579-1599	1600-1613	1614-1650
	7	1621-1678	1679-1699	1700-1715	1716-1752
<b>Science</b>	5	1416-1466	1467-1499	1500-1538	1539-1573
	8	1712-1772	1773-1799	1800-1832	1833-1869
	11	2011-2070	2071-2099	2100-2132	2133-2160
<b>Social Studies</b>	5	1395-1457	1458-1499	1500-1529	1530-1563
	8	1706-1770	1771-1799	1800-1830	1831-1867
	11	2021-2068	2069-2099	2100-2130	2131-2169





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

### Important Note Regarding 2021 M-STEP Reports

The COVID-19 pandemic created significant challenges to instruction during the 2020-21 school year. As a result, the data from the Spring 2021 M-STEP assessments should be used cautiously and in combination with other local assessment data (including benchmark assessment data) to identify the learning needs of students and to plan educational programming.

Aggregate report results may reflect non-random sampling disparities caused by changes in instructional programming during the 2020-21 school year. For example, schools across a district may have provided different, and non-comparable, learning options, including remote, in-person, and/or hybrid programs. In addition, quarantine requirements may have created variations in instructional program offerings throughout the school year, leading to variations in instruction across a school or district. District leaders know best what the 2020-21 school year looked like for their district's students; for example, some districts' school years may have had fewer interruptions and higher test participation than others. Thus, comparisons among school, district, and state results are discouraged this year.

Reported results will reflect only students who participated in the M-STEP assessments. As a result of the federal accountability waiver of the participation requirement, schools within a district may have variations in participation in statewide summative assessments. Additionally, schools or districts that had larger populations of students learning remotely may not have comparable quantities of students participating in assessments; these differences in participation are not random. Some communities or demographic subgroups of students may be underrepresented in reported results because of variations in assessment participation.

### Appropriate Uses and Limitations of Summative Assessment Data

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

#### Individual Level Data

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

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





## Aggregated Data

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

- overall mean scale scores by school, district, and state
- overall mean scale scores for identified demographic groups by school, district, and state
  - This information can be used to compare the results of a demographic group within your school or district to the overall performance of students in your school or district if there are no variations in participation across the district. Comparisons among schools, district, and the state are discouraged in 2021 due to non-random sampling disparities that occurred during the Spring 2021 administration. District leaders understand their local context and participation rates and should make decisions about appropriate use based on local assessment participation.
- social studies percentages of points earned by expectation, aggregated at the school, district, and state levels
- English language arts (ELA) and mathematics relative strength/weakness information by assessment target, aggregated at the school, district, and state levels
  - Assessment target relative performance as compared to performance on the test as a whole is provided at the school, district, and state levels. You can identify areas of relative weakness by assessment target for the identified aggregate group. Educators should use the Crosswalk documents provided on the [M-STEP web page](http://www.michigan.gov/mstep) ([www.michigan.gov/mstep](http://www.michigan.gov/mstep)) under the **Content Specific Information** section to identify how

assessment targets are grouped into claim information and to identify which content standards are assessed in each assessment target.

- Expectation (for social studies) and assessment target (for ELA and mathematics) subscores provide information about aggregate group performance on portions of the test. You can use differences in mean subscores, in conjunction with other formative and benchmark assessment data, to investigate the curriculum and instruction at the school or district levels.

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

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

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

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





## Section 5: The Dynamic Score Reporting System

M-STEP reports are available to school and district users through the Dynamic Score Reporting Site, which is accessible through the Office of Educational Assessment and Accountability (OEAA) Secure Site. Detailed directions for accessing the M-STEP reports are documented in **Michigan’s Dynamic Score Reporting Site User Guide** located on the [M-STEP web page](http://www.michigan.gov/mstep) (www.michigan.gov/mstep).

### The Secure Site

M-STEP reports are available through the [OEAA Secure Site](http://www.michigan.gov/oeaa-secure) (www.michigan.gov/oeaa-secure). Secure Site access is only available to district and school employees with authorized user roles and permissions granted by their district. You must have a Michigan Education Information System (MEIS) login in order to access the Secure Site. For instructions on how to obtain a MEIS login, go to [Secure Site Training web page](http://www.michigan.gov/securitesitetraining) (www.michigan.gov/securitesitetraining) and click “How do I get access to the Secure Site?”



## Functionality

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

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

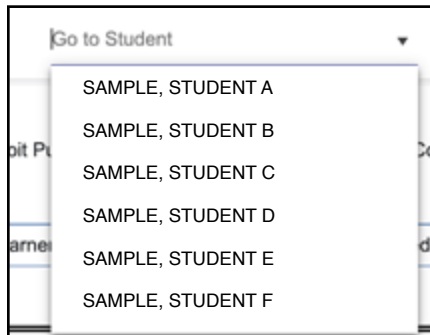
**Welcome to Michigan’s Dynamic Score Reporting Site**

To access your reports, verify the assessment (M-STEP, MI-Access, PSAT 8/9, SAT, or Early Literacy). The Dynamic Score Reporting site will default to the assessment based on your test cycle selection in the OEAA Secure Site. For MI-Access results you will also need to select the Test Type: (Functional Independence, Supported Independence, Participation).

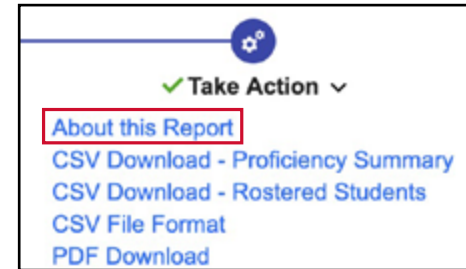
Once you have verified the assessment selection, then:

1. Select a **Level**. Options may include State, District, School or Student. Student level reports are available before aggregate level reports.
2. Select a **Report**.
3. School may need to be selected.
4. Select the **NEXT** button.
5. Select the desired filters.
6. Select the **VIEW REPORT** button to generate and open the requested report. (Note: your filter selections will remain in place until you select different filter the options.)

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



3. **The Take Action menu:** these options vary depending on the report



Options in the **Take Action** menu include:

- **About this Report** – document available in the Dynamic Score Reporting Site describes the data contained in the report
- **PDF Download** – to print reports
- **CSV File Download** – contains all student data found in the report
- **CSV File Format** – describes the data contained in the CSV file download



**MICHIGAN** Department of Education **Dynamic Score Reporting**

Choose Report ▾ Select Filters ▲ View Report Take Action ▾

MI-Access FI Student Roster Report, ISD: ... Filters: Grades: 3, Content Areas: Engli...

<b>Grades:</b>	<b>Content Areas:</b>	<b>Students:</b>	<b>Reporting Codes:</b>	<b>Performance Levels:</b>	<b>Homeschooled:</b>
<input type="checkbox"/> All	<input type="checkbox"/> All	Type here to filter	Type here to filter	<input checked="" type="checkbox"/> All	<input type="checkbox"/> All
<input checked="" type="checkbox"/> 3	<input checked="" type="checkbox"/> English Language Arts			<input checked="" type="checkbox"/> Surpassed	<input type="checkbox"/> Yes
<input type="checkbox"/> 4	<input type="checkbox"/> Mathematics			<input checked="" type="checkbox"/> Attained	<input checked="" type="radio"/> No
<input type="checkbox"/> 5	<input type="checkbox"/> Science			<input checked="" type="checkbox"/> Emerging	
<input type="checkbox"/> 6	<input type="checkbox"/> Social Studies				
<input type="checkbox"/> 7					
<input type="checkbox"/> 8					

<b>Economically Disadvantaged:</b>	<b>English Learner:</b>	<b>Ethnicity:</b>	<b>Former English Learner:</b>	<b>Foster Care:</b>	<b>Gender:</b>	<b>Homeless:</b>	<b>Migrant:</b>	<b>Military Connected:</b>	<b>Students with Disabilities:</b>
<input checked="" type="radio"/> All	<input checked="" type="radio"/> All	<input checked="" type="checkbox"/> All	<input checked="" type="radio"/> All	<input checked="" type="radio"/> All	<input checked="" type="radio"/> All	<input checked="" type="radio"/> All	<input checked="" type="radio"/> All	<input checked="" type="radio"/> All	<input checked="" type="radio"/> All
<input type="radio"/> Yes	<input type="radio"/> Yes	<input checked="" type="checkbox"/> American Indian or Alaska Native	<input type="radio"/> Yes	<input type="radio"/> Yes	<input type="radio"/> Female	<input type="radio"/> Yes	<input type="radio"/> Yes	<input type="radio"/> Yes	<input type="radio"/> Yes
<input type="radio"/> No	<input type="radio"/> No	<input checked="" type="checkbox"/> Asian	<input type="radio"/> No	<input type="radio"/> No	<input type="radio"/> Male	<input type="radio"/> No	<input type="radio"/> No	<input type="radio"/> No	<input type="radio"/> No
		<input checked="" type="checkbox"/> Black or African American							
		<input checked="" type="checkbox"/> Hispanic or Latino							
		<input checked="" type="checkbox"/> Native Hawaiian or Other Pacific Islander							
		<input checked="" type="checkbox"/> Two or More Races							
		<input checked="" type="checkbox"/> White							

4. **Filter Options:** Allows the user to filter by grade, content area, reporting code, and individual students. 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 filter options available vary depending on the report. Filter options may include:

- Grade
- Content Area
- Reporting Code
- Performance Level
- Homeschooled
- Economically Disadvantaged
- English Learner
- Ethnicity
- Former English Learner
- Foster Care
- Gender
- Homeless
- Migrant
- Military Connected
- Students with Disabilities

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

## Section 6: Reports

### Student Level Data Reports

**IMPORTANT:** Use student level data in all student level reports from the Spring 2021 M-STEP assessments with caution and in combination with other local assessment data (including benchmark assessment data) to confirm and interpret the results of individual students.

### Appropriate Uses of Data in Student Level Data Reports

The COVID-19 pandemic created significant challenges to instruction during the 2020-21 school year. As a result, the data from the Spring 2021 M-STEP assessments should be used with caution and in combination with other local assessment data (including benchmark assessment data) to confirm and interpret the results of individual students.

### Student Record Labels

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

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

00000 ABC SCHOOL DISTRICT  
 00000 ABC ELEMENTARY-MIDDLE SCHOOL  
**DOE, JOHN A**  
 UIC#: 0000000000

DOB: 00/00/0000  
 Gender: M  
 Grade: 5  
 Spring 20XX



Content	SS	Performance Level
ELA	1520	4-Advanced
Mathematic	1550	4-Advanced
Science	1533	4-Advanced
Social Studies	1525	3-Proficient

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

- The report can help educators:
- view overall summary score and performance level information at a glance
  - view on student record folder for snapshot at-a-glance achievement information



## Individual Student Report

The Michigan Student Test of Educational Progress (M-STEP) Individual Student Report (ISR) provides information about student performance by content area. Each student will have a separate ISR for English language arts (ELA), mathematics, and social studies.

The report is divided into three main sections:

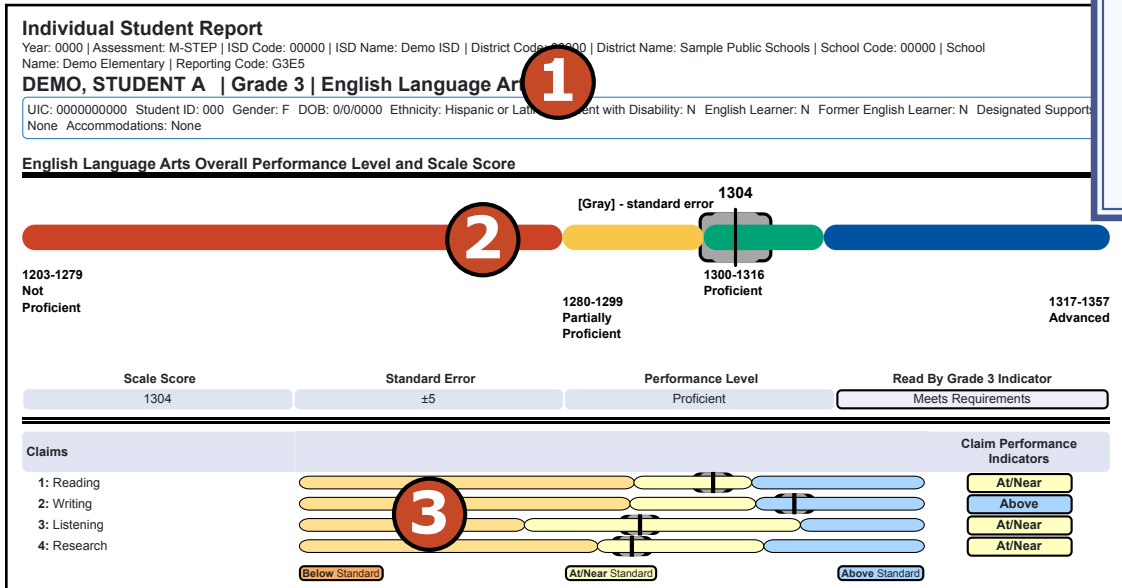
- 1 Student demographic information
- 2 Overall content performance
- 3 Subscore (Claim, Domain, or Discipline) Performance

This report helps schools to:

- when used with other local assessment data, inform about student proficiency and progress based on Michigan’s academic standards
- view overall summary score and performance-level information at a glance
- view a snapshot of individual student performance based on Michigan’s academic standards
- analyze summary performance on ELA and mathematics claims
- view raw score data on social studies disciplines and science domains

Schools shouldn’t use this report to:

- make program/placement decisions for individual students, unless required by law
- make day-to-day instructional decisions for individual students
- conduct item-level analysis or item-type reviews that encourage “teaching to the test” rather than to the content standards
- make decisions about continuous improvement goals and strategies for schools or districts



This report provides information about:

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

## Student Demographic Information

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

## Overall Content Performance

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

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

- Growth Score (SGP)
- Growth Target Score (AGP)
- 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. Growth data are not available for:

- all grade 3 tests
- all grade 4 tests in Spring 2021 only due to no prior year assessment data as a result of the cancellation of Spring 2020 testing
- grade 5 social studies tests
- all science tests due to no prior assessment data available (prior science testing was field-test only)

Michigan's Read by Grade 3 Law (MCL.2801.280.f) required 3rd grade M-STEP ELA results be used to flag students who are eligible for retention. Student tests are flagged as follows:

- **Meets** Requirements: Scale score 1272 or above—student meets the requirements of the Read by Grade 3 law for promotion to the 4th grade
- Needs **Supports**: Scale score between 1253 and 1271: student needs additional reading supports
- Eligible for **Retention**: Scale score 1252 or below: student is eligible for 3rd grade retention


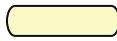
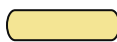
## Subscore (Claim, Domain, or Discipline) Performance

Claim performance indicators for ELA and mathematics are reported. Performance indicators show student performance within each claim.



Science domains and social studies disciplines are reported as Points Earned out of Points Possible (PE/PP) raw score data. Depending on the test form administered, students will have different points possible in science.

Performance indicators show student performance within each ELA or mathematics claim. The Performance Indicator graph provides a visual representation of student performance relative to the range of possible performance within each claim.

-  **'Above Standard'** indicates the student's performance on the standards that make up the claim is above the overall content standard or proficiency cut.
-  **'At/Near Standard'** indicates the student's performance on the standards that make up the claim is at or near the overall content standard or proficiency cut.
-  **'Below Standard'** indicates the student's performance on the standards that make up the claim is below the overall content standard or proficiency cut.

**Note:** Performance indicator labels have changed for Spring 2021. This is only a change in the labels; calculations of subscore performance have not changed from prior administrations.

For ELA only, the Passage-based Writing Prompt raw score is reported. The Passage-based Writing Prompt score is one portion of the writing claim score. The score is reported as Points Earned out of Points Possible (PE/PP). Scores range from 0-4. If a student response was determined to be non-scorable, the condition code category is reported. Condition code categories are:

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

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

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

To help understand assessment claims and targets, the Michigan Department of Education has produced ELA and mathematics crosswalk documents for each grade. Educators can use the crosswalks to see the alignment between claims, targets, and content standards. The crosswalks can be found on the [M-STEP web page](http://www.michigan.gov/mstep) (<http://www.michigan.gov/mstep>).

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

Science content standards are organized by domains. Raw scores, that is points earned out of total points possible, are reported for each science domain. Points possible may vary based on the science form the student was assessed with. Raw scores are not comparable across test forms.

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

For ELA only, the Passage-based Writing raw score is reported.

### Menu Options

Filter option information is available in the [Dynamic Score Reporting Site User Guide](#).



## Take Action

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

## Help

- [Dynamic Score Reporting User Guide](#) – user guide that describes how to access and navigate the Dynamic Score Reporting Site
- [Interpretive Guide to M-STEP Reports](#) – provides information on the interpretation and use of M-STEP reports

## Report Features

Features of the Individual Student Report are described below.

## Go to Student

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





## Parent Report

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

The Parent Report provides information for parents about student performance in tested content areas.

This report includes four main sections:

- 1 Superintendent Letter and Resources
- 2 What Overall Scores Mean
- 3 Where to Find More Information
- 4 Overall Content Performance
- 5 Detailed Subscore Information

### Superintendent Letter

A letter to parents from Michigan's State Superintendent of education is included on each report. This letter describes the M-STEP assessments and the content assessed.

There is a brief description of what the student scores mean and a resource section for parents/guardians to access more information.

### Overall Content Performance

Overall content area scale scores, including standard error and the associated performance level, are provided in the student test score label and description, as well as a graphic. Ranges for each performance level are also shown on the graphic. In addition, the graphic includes the ranges of scale scores indicating scale scores that do and do not meet standards, labeled as "Does not meet standards" and "Meets standards."



**DEMO, KELSEY | Grade 5**  
 District: 00000 Demo Public Schools  
 School: 00000 Demo Elementary-Middle School

2021 | Parent Report

Dear Parent or Guardian

The 2020-2021 school year presented educators, students, and families with unprecedented challenges during a worldwide pandemic. Together, we found new and creative ways to help students learn. I am thankful to everyone who provided Michigan students with the best possible opportunities to continue their education during the pandemic.

The Michigan Academic Standards ([www.michigan.gov/academicstandards](http://www.michigan.gov/academicstandards)) set learning expectations for what students should learn and be able to do at each grade level. The standards ensure that students are ready to graduate from high school and are prepared to pursue their chosen postsecondary opportunities.

As required by state and federal law, your student took the Michigan Student Test of Educational Progress (M-STEP) this spring. The M-STEP measures student progress based on the standards for Grades 3-8. Students in Grade 5 were tested in English Language Arts, Math, Science and Social Studies. Your child's test results are included in this report.

Please remember that these assessments are simply a snapshot of a student's achievement. I encourage you to discuss these results with teachers who know your student personally. The M-STEP results should be used with classroom performance information from your child's teachers, benchmark assessment results, and other reflections of those who work closely with your child to provide the most complete picture of your child's progress. Under no circumstances should you or anyone else judge where your child is academically solely based on results on M-STEP, particularly when administered during a pandemic.

Parents/guardians have an important role in setting high expectations and supporting their child in meeting them. If your child needs additional help or wants to learn more about a subject, I encourage you to work with your local educator(s) to find helpful resources. Families, schools, and teachers succeed when they work together to support and inspire student achievement.

Sincerely,

Michael F. Rice, Ph.D.  
 State Superintendent  
 Michigan Department of Education

What do my student's overall scores mean?

Student overall scores reflect what students know and can do in relation to Michigan's academic standards. Overall scores are reported in one of four performance levels.

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

Students who are **Advanced** or **Proficient** have met the 5th grade proficiency standards for the content area. Students who are **Partially Proficient** or **Not Proficient** have not yet met the grade level proficiency standards for the content area.

Where can I find more information?

- Michigan's Starting Smarter web page provides parent-friendly information and resources for the M-STEP assessments and this parent report. Go to [mi.startingsmarter.org](http://mi.startingsmarter.org).
- The M-STEP webpage at [www.michigan.gov/mstep](http://www.michigan.gov/mstep) has a Parent/Student section with information for parents, guardians, and students, including:
  - Michigan's Education Assessment System: What It Is, What It Means, and What It Offers
  - What Parents Should Know About Assessments
  - M-STEP Parent Report Guide
  - Parent Report Video for Grades 3-8 and 11 outlining how to read this report
  - Online practice for M-STEP, which contains examples of the types of questions your student may have experienced while taking the M-STEP assessments

UIC: 9999999999

## Parent Report

This report helps schools to:

- when used with other local assessment data, inform about student proficiency and progress toward proficiency based on Michigan’s academic standards
- view overall summary score and performance-level information at a glance
- view a snapshot of individual student performance based on Michigan’s Academic Standards
- analyze summary performance on the English language arts and mathematics claims
- view raw score data on science domains and social studies disciplines

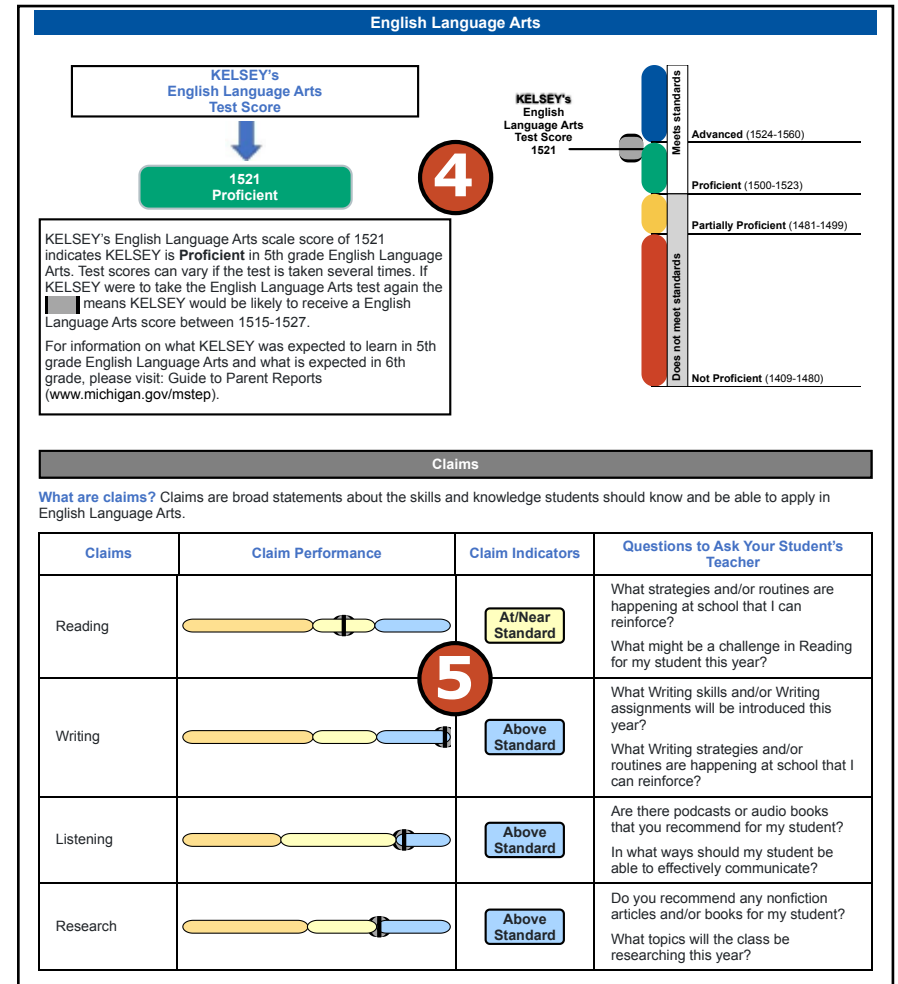
## Parent Report


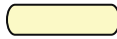

Schools shouldn’t use this report to:

- make program placement decisions for individual students, unless required by law
- make day-to-day instructional decisions for individual students
- conduct item-level analysis or item-type reviews that encourage “teaching to the test” rather than to the content standards
- make decisions about continuous improvement goals and strategies for schools or districts

## Detailed Subscore Information

Claim performance indicators for English language arts and mathematics are reported. Science domains and social studies disciplines are reported as Points Earned out of Points Possible (PE/PP) raw score data. Depending on the test form administered, students will have different points possible in science.



-  The blue bar and indicator shows the student is **Above Standard** in the claim.
-  The yellow bar and indicator shows the student is **At/Near Standard** in the claim.
-  The orange bar and indicator shows the student is **Below Standard** in the claim.

The claim performance table provides:

- a visual representation of student performance relative to the range of possible performance within each claim
- the student’s claim indicator
- questions for parents to ask the student’s teacher based on the student’s claim scores

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

To help understand assessment claims and targets, the Michigan Department of Education has produced ELA and mathematics crosswalks for each grade. Educators can use the crosswalks to see the alignment between claims, targets, and content standards. The crosswalks can be found on the [M-STEP web page](http://www.michigan.gov/mstep) (<http://www.michigan.gov/mstep>).

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

Science content standards are organized by domains. Raw scores, that is points earned out of total points possible, are reported for each science domain. Points possible may vary based on the science form the student was assessed with. Raw scores are not comparable across test forms.

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

Read by Grade 3 Law information is provided on grade 3 reports only.

Michigan’s Read by Grade 3 Law (MCL.2801.280.f) requires 3rd grade M-STEP ELA results be used to flag students who are eligible for retention. Student tests are flagged as follows:

- Meets Requirements: Scale score 1272 or above: student meets the requirements of the Read by Grade 3 law for promotion to the 4th grade
- Needs Supports: Scale score between 1253 and 1271: student needs additional reading supports

## Parent Report

This report provides information about:

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

## Parent Report

This report can help educators:

- view student overall scale score and performance level for rostered students
- view student performance sorted by scale score, claim, domain, or discipline data



- Eligible for Retention: Scale score 1252 or below: student is eligible for 3rd grade retention

### Menu Options

Filter option information is available in the [Dynamic Score Reporting Site User Guide](#).

### Help

- [Dynamic Score Reporting User Guide](#) – user guide that describes how to access and navigate the Dynamic Score Reporting Site
- [Interpretive Guide to M-STEP Reports](#) – provides information on the interpretation and use of M-STEP reports

### Take Action

The take action menu is enabled after a report is generated and contains the following options for the report:

- **About this Report** – this document
- **PDF Download** – A PDF Download is available in English; Spanish and Arabic translations will be available later this fall. To view a PDF of the report, select “PDF Download – <Translation>”. This will open a PDF of the reports in your selected language option and according to your selected filters. You can print individual or small groups of reports from this option.



## Student Roster Report

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

### Overall Proficiency Summary

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

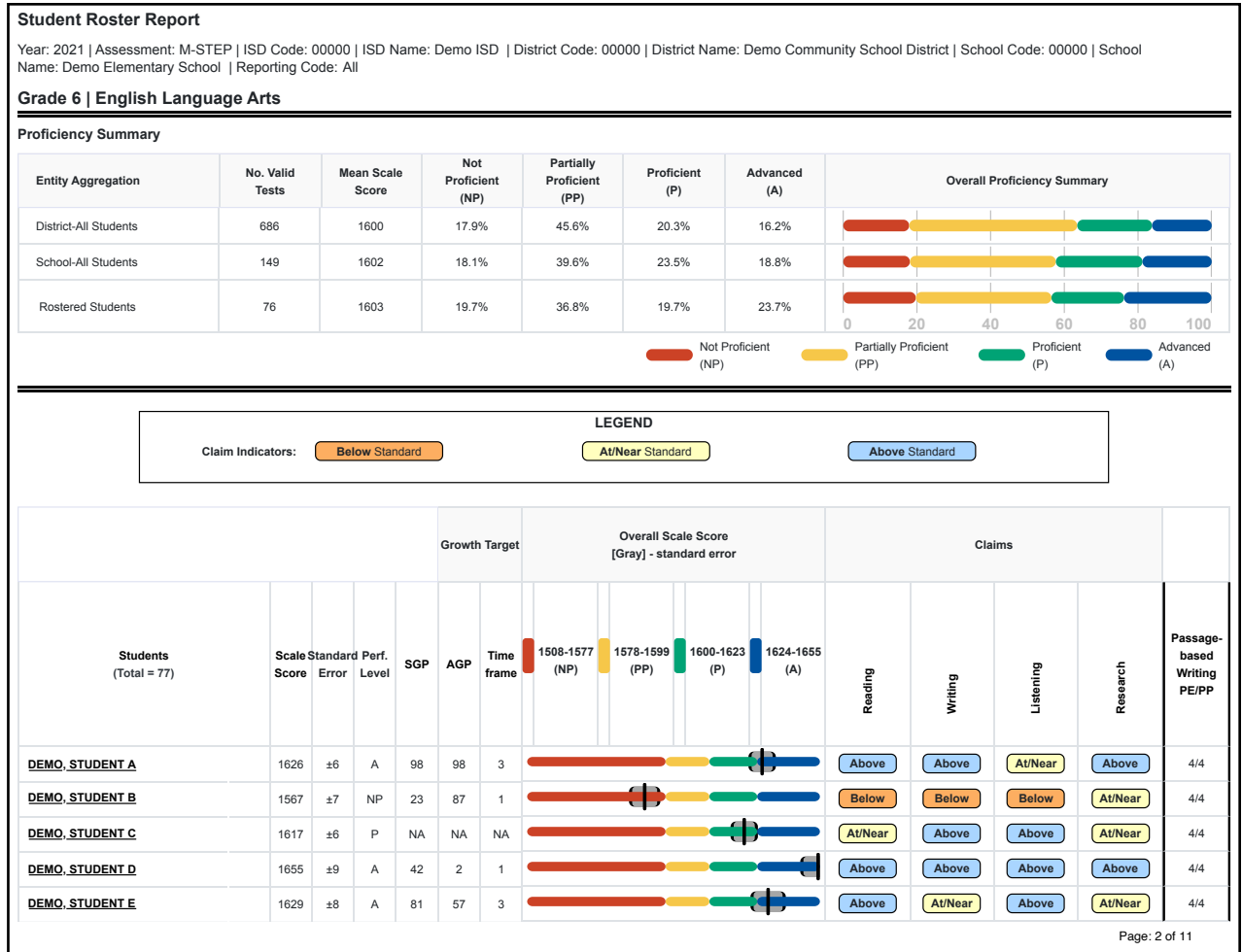
- State – all students in the state
- District – all students in the district
- School – all students in the school
- Rostered Students – students displayed in the roster according to user filter selections

The data displayed in the table is:

- total number of valid tests
- mean scale score
- percent of valid tests in each performance level (Not Proficient, Partially Proficient, Proficient, and Advanced)

The data displayed in the graph is:

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





## Rostered Students Description

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

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

### Student Roster Report

This report helps schools to:

- view overall summary score and performance level information at a glance
- view and sort student overall scale score and performance level in a rostered list of students
- view a snapshot of student performance
- help to inform, along with other local assessment data, student proficiency and progress toward proficiency based on Michigan’s academic standards
- view and sort student performance by claim, discipline, domain, growth data, or Passage-based Writing
- view raw score data on social studies disciplines and science domains

## Overall Content Performance (Table Format) Description

Overall content area scale scores, including standard 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 (SGP), Growth Target Score (AGP), and Growth Target Timeframe. SGP, 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.

### Student Roster Report

Schools shouldn’t use this report to:

- make program/placement decisions for individual students unless required by law
- make day-to-day instructional decisions for individual students
- make decisions about continuous improvement goals and strategies for schools or districts

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

Growth data is not available for:

- all grade 3 tests
- all grade 4 tests in Spring 2021 only due to no prior year assessment data as a result of the cancellation of Spring 2020 testing
- grade 5 social studies tests
- all science tests due to no prior assessment data available (prior science testing was field-test only)

Michigan’s Read by Grade 3 Law (MCL.2801.280.f) requires 3rd grade M-STEP ELA results be used to flag students who are eligible for retention. Student tests are flagged as follows:

- **Meets** Requirements: Scale score 1272 or above: student meets the requirements of the Read by Grade 3 law for promotion to the 4th grade
- Needs **Supports**: Scale score between 1253 and 1271: student needs additional reading supports
- Eligible for **Retention**: Scale score 1252 or below: student is eligible for 3rd grade retention

For each selected student, the following is displayed:

- **Scale Score**: The scale score is sortable.
  - Sorting by scale score will result in a list of the selected students in order of scale score (ascending or descending); selecting “Scale Score” once sorts in ascending order, and selecting it twice sorts in descending order.
- **Standard Error**: (gray band in graphic)

• **Performance Levels:**

- NP = Not Proficient
- PP = Partially Proficient
- P = Proficient
- A = Advanced

• **Growth Score (SGP):** available after the initial release of reports

- The SGP is sortable. Sorting by SGP will result in a list of selected students in order of SGP (ascending or descending); selecting “SGP” once sorts in ascending order, and selecting it twice sorts in descending order.

• **Growth Target (AGP):** available after the initial release of reports

- The AGP is sortable. Sorting by AGP will result in a list of selected students in order of AGP (ascending or descending); selecting “AGP” once sorts in ascending order, and selecting it twice sorts in descending order.

• **Timeframe:** The Timeframe is sortable.

- Sorting by Timeframe will result in a list of selected students in order of Timeframe, with AGP as secondary sort (ascending or descending); selecting “Timeframe” once sorts in ascending order, and selecting it twice sorts in descending order.

**Overall Content Performance (Graphic Format) Description**

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


**Subscore (Claim, Domain, or Discipline) Data**

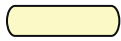
Claim performance indicators are displayed for English language arts and mathematics. Science domains and social studies disciplines are reported as Points Earned out of Points Possible (PE/PP) raw score data. Depending on the test form administered, students will have different points possible in science.

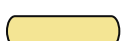




Claim performance indicators show student performance within each claim.

 **'Above Standard'** indicates the student's performance on the standards that make up the claim is above the overall content standard or proficiency cut.

 **'At/Near Standard'** indicates the student's performance on the standards that make up the claim is at or near the overall content standard or proficiency cut.

 **'Below Standard'** indicates the student's performance on the standards that make up the claim is below the overall standard or proficiency cut.

**Note:** Performance indicator labels have changed for Spring 2021. This is only a change in the labels; calculations of subscore performance have not changed from prior administrations.

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

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

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

- Blank – the response area is blank
- Insufficient – the response is too brief to make a determination regarding whether it is on purpose or topic
- Non-Scorable for Language – the response is written in a language other than English.
- Off-Topic – the response is unrelated to the task or the sources, or shows no evidence that the student has read the task or the sources

- Off-Purpose – the student has clearly not written to the purpose designated in the task

The Passage-based Writing Prompt score is sortable.

Michigan's Read by Grade 3 Law (MCL.2801.280.f) requires 3rd grade M-STEP ELA results be used to flag students who are eligible for retention.

On grade 3 ELA reports, the column to the right of the ELA claims displays the Read by Grade 3 Indicator, based on the scale score. Student tests are flagged as follows:

- Scale score 1272 or above: student meets the requirements of the Read by Grade 3 law for promotion to the 4th grade
- Scale score between 1253 and 1271: student needs additional reading supports
- Scale score is 1252 or below: student is eligible for 3rd grade retention

For more information, visit the [MDE Early Literacy web page](http://www.michigan.gov/earlyliteracy) (<http://www.michigan.gov/earlyliteracy>).

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

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

Science content standards are organized by domains. Raw scores—that is, points earned out of total points possible—are reported for each science domain. Points possible may vary based on the science form the student was assessed with. Raw scores are not comparable across test forms.





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.

## Report Features

Features of the Student Roster Report are described below.

### Menu Options

Filter option information is available in the [Dynamic Score Reporting Site User Guide](#).

### Help

- [Dynamic Score Reporting User Guide](#) – user guide that describes how to access and navigate the Dynamic Score Reporting Site
- [Interpretive Guide to M-STEP Reports](#) – provides information on the interpretation and use of M-STEP reports

### Sort Options

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

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

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

### Take Action

The take action menu is enabled after a report is generated and contains the following options for the report:

- **About this Report** – this document
- **CSV Download** – two downloadable files that contain all student data that is contained on the report: one file contains the data in the overall proficiency summary and one file contains the data from the student roster.
- **CSV File Format** – file that describes the data contained in the CSV downloads.
- **PDF Download**  
To view a PDF of the report, select “PDF Download”. This will open a PDF of the reports, according to the selected filters.

### Drill-Down Feature

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



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

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



## Student Overview

The Student Overview Report provides summary information about student performance in English language arts, mathematics, science, and social studies assessments in all grades tested.

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

- 1 Overall Content Performance
- 2 Subscore (Claim, Domain, or Discipline) Performance

### Overall Content Performance

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

Growth Data are available after the initial release of assessment reports; these 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 percent of comparable students—those who took the same test and had similar prior test scores—who had growth lower than that student. For example, a Growth Score of 60 means the student had higher growth than 60 percent of comparable students.

**Student Overview Report**  
 Year: 0000 | Assessment: Grade 8 Testing | ISD Code: 00000 | ISD Name: Demo ISD | District Code: 00000 | District Name: Demonstration Public Schools | School Code: 00000 | School Name: Sample Elementary-Middle School  
**DEMO, STUDENT A | Grade 5**  
 UIC: 000000000 Student ID: Gender: F DOB: 00/0/0000 Ethnicity: Hispanic or Latino Student with Disability: N English Learner: N Former English Learner: N

---

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

Scale Score	Standard Error	Performance Level	Growth Score (SGP)	Growth Target (AGP)	Growth Target Timeframe
1491	±6	Partially Proficient	50	68	3 years

**Claims**

Claim	Performance Level
1: Reading	Below Standard
2: Writing	Above Standard
3: Listening	At/Near Standard
4: Research	At/Near Standard

**Mathematics Overall Performance Level and Scale Score**

Scale Score	Standard Error	Performance Level	Growth Score (SGP)	Growth Target (AGP)	Growth Target Timeframe
1497	±5	Partially Proficient	39	72	1 year

**Claims**

Claim	Performance Level
1: Concepts & Procedures	At/Near Standard
2/4: Problem Solving Modeling & Data Analysis	At/Near Standard
3: Communicating Reasoning	At/Near Standard

---

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

Scale Score	Standard Error	Performance Level
1536	±13	Advanced

**Disciplines**

Discipline	Points Earned / Points Possible
H: History	18/19
G: Geography	6/7
C: Civics and Government	9/10
E: Economics	5/7
P: Public Discourse	2/2

**Science Overall Performance Level and Scale Score**

Scale Score	Standard Error	Performance Level
1493	±12	Proficient

**Domains**

Domain	Performance Level
PS: Physical Science	At/Near Standard
LS: Life Science	At/Near Standard
ES: Earth Science	Above Standard

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## Student Overview Report

This report helps schools to:

- when used with other local assessment data, inform about student proficiency and progress toward proficiency based on Michigan’s academic standards
- view overall summary score and performance-level information at a glance
- view a snapshot of individual student performance based on Michigan’s academic standards
- analyze summary performance on the English language arts and mathematics claims
- view raw score data on social studies disciplines and science domains

## Student Overview Report

Schools shouldn’t use this report to:

- make program/placement decisions for individual students, unless required by law
- make day-to-day instructional decisions for individual students
- conduct item-level analysis or item-type reviews that encourage “teaching to the test” rather than to the content standards
- make decisions about continuous improvement goals and strategies for schools or districts

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

This means the student must maintain considerably above average growth year-over-year to reach or maintain proficiency by the end of the set number of years.

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

Growth data are not available for:

- all grade 3 tests
- all grade 4 tests in Spring 2021 only due to no prior year assessment data as a result of the cancellation of Spring 2020 testing.
- grade 5 social studies tests
- all science tests due to no prior assessment data available (prior science testing was field-test only)

Michigan’s Read by Grade 3 Law (MCL.2801.280.f) requires 3rd grade M-STEP ELA results be used to flag students who are eligible for retention. Student tests are flagged as follows:

- **Meets** Requirements: Scale score 1272 or above: student meets the requirements of the Read by Grade 3 law for promotion to the 4th grade
- **Needs Supports:** Scale score between 1253 and 1271: student needs additional reading supports
- Eligible for **Retention:** Scale score 1252 or below: student is eligible for 3rd grade retention

## Subscore (Claim, Domain, or Discipline) Performance

Claim performance indicators for English language arts and mathematics are reported. Science domains and social studies disciplines are reported as Points Earned out of Points Possible (PE/PP) raw score data. Depending on the test form administered, students will have different points possible in science.



Performance indicators show student performance within each ELA or mathematics claim. The Performance Indicator graph provides a visual representation of student performance relative to the range of possible performance within each claim.

- **'Above Standard'** indicates the student's performance on the standards that make up the claim is above the overall content standard or proficiency cut.
- **'At/Near Standard'** indicates the student's performance on the standards that make up the claim is at or near the overall content standard or proficiency cut.
- **'Below Standard'** indicates the student's performance on the standards that make up the claim is below the overall content standard or proficiency cut.

**Note:** Performance indicator labels have changed for Spring 2021. This is only a change in the labels; calculations of subscore performance have not changed from prior administrations.

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

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

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

Science content standards are organized by domains. Raw scores, or points earned out of total points possible, are reported for each discipline. Domain points possible may vary student depending on the test form administered.

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

## Report Features

Features of the Student Overview Report are described.

### Student Overview Report

This report provides information about:

- individual student overall performance level and scale score
- ELA and mathematics claim performance information
- social studies discipline and science domain raw scores
- growth data: growth score, growth target, and growth target timeframe

### Menu Options

Filter option information is available in the [Dynamic Score Reporting Site User Guide](#).

### Help

- [Dynamic Score Reporting User Guide](#) – user guide that describes how to access and navigate the Dynamic Score Reporting Site
- [Interpretive Guide to M-STEP Reports](#) – provides information on the interpretation and use of M-STEP reports

### Take Action

The take action menu is enabled after a report is generated and contains the following options for the report:

- **About this Report** – this document
- **PDF Download** – To view a PDF of the report, select "PDF Download". This will open a PDF of the reports, according to your selected filters. You can print individual or small groups of reports from this option.



## Student Growth and Proficiency Report

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

Grade three English language arts and mathematics, and grade five social studies reports are not included because there is no student growth data in these grades and content areas. Student growth data is not available for the M-STEP Science test because there are no prior year test scores available. Also, there are no growth scores available for grade 4 tests in Spring 2021 due to the Spring 2020 cancellation of statewide testing; there are no prior year scores for these students.

Grades eight and eleven social studies do not include Growth Target (AGP) or Growth Target Timeframe data. This occurs because AGP/Timeframe scores are projections based on prior year assessment score. Timeframe projections are one to three years. Due to the gap of three years or more between assessments in this content area at these grade levels, MDE does not report Growth Target data for grades eight and eleven social studies.

The report is divided into three main sections:

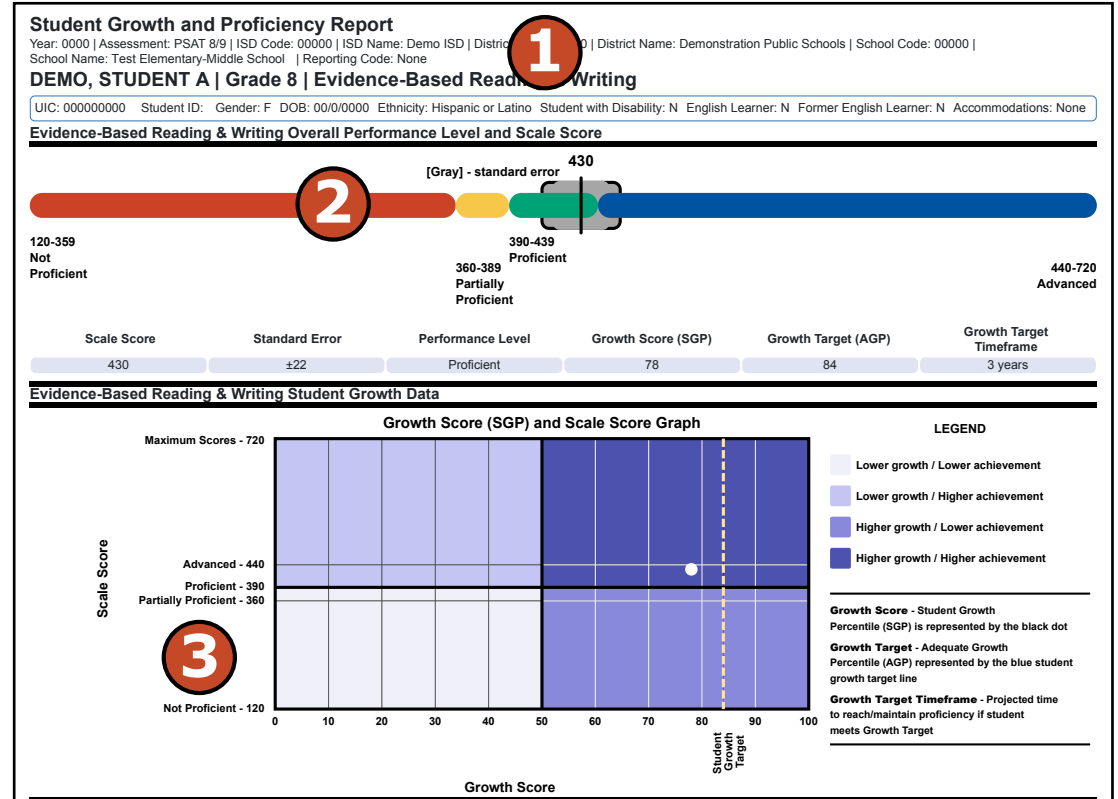
- 1 Student Demographic Information
- 2 Overall Content Performance
- 3 Student Growth Data Graph

## Student Demographic Information

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

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

Additionally, any Designated Supports or Accommodations the student received as indicated by the DRC INSIGHT Portal or on the paper answer document are displayed.



## Student Growth and Proficiency Report

This report helps schools to:

- view overall summary score and performance level information at a glance
- view a snapshot of student performance
- view a snapshot of student growth target and timeframe to reach or maintain proficiency
- help to inform, along with other local assessment data, student proficiency and progress toward proficiency

## Student Growth and Proficiency Report

Schools shouldn't use this report to:

- make program-placement decisions for individual students unless required by law
- make day-to-day instructional decisions for individual students
- make decisions about continuous improvement goals and strategies for schools or districts

## Overall Content Performance

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

Growth Data are available and includes:

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

Growth scores describe a student's learning over time compared to other students who took the same test and had similar prior test scores. Growth Scores are percentiles that range 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 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.

## Student Growth Data Graph

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

The x-axis (horizontal axis) of the graph labels student's growth score and ranges from one to 99. Student Growth Target is also displayed with a vertical dotted line. The growth score of 50 is marked by a bold black line that separates the 'lower growth' sections from the 'higher growth' sections.

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





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

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

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

### Menu Options

Filter option information is available in the [Dynamic Score Reporting Site User Guide](#).

### Take Action

The take action menu is enabled after a report is generated and contains the following options for the report:

- **About this Report** – this document
- **PDF Download** – To view a PDF of the report, select "PDF Download". This will open a pdf document of the reports, according to your selected filters. You can print individual or small groups of reports from this option.

### Help

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- [Interpretive Guide to M-STEP Reports](#) – provides information on the interpretation and use of M-STEP reports





## Aggregate Data Reports

**IMPORTANT:** Aggregate reports may reflect non-random sampling disparities due to changes in instructional programming, quarantine requirements, and assessment participation during the 2020-21 school year. District leaders know best what the 2020-21 school year looked like for their district's students and should interpret results accordingly. Comparisons among school, district, and state results are discouraged this year.

### Target Analysis Report

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

The report is divided into two main sections.

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

### Number of Students Assessed

The report displays the number of students assessed with valid scores in the selected entity (not all students were assessed on every assessment target or received the same number of items on each target).

This report can help educators:

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

This report provides information about:

- aggregate group relative strengths and weaknesses for ELA and mathematics

District Target Analysis Report	
<small>Year: 20XX   Assessment: M-STEP   ISD Code: 0000   District Name: Demo RESA   District Code: 0000   District Name: Demo Public Schools Community District</small> <b>Grade 3   Mathematics   All Students</b>	
<p> <span style="color: blue;">▲</span> Relative Strength              <span style="color: orange;">●</span> Neither Strength nor Weakness              <span style="color: red;">▼</span> Relative Weakness              ✖ Insufficient Data to Report         </p> <p><small>Note: This report compares assessment target performance to overall test performance within the district. The report identifies relative areas of strength and weaknesses among the identified aggregate group; it is not a proficiency report.</small></p>	
Number of Students Assessed	359
<b>Claim 1: Concepts &amp; Procedures</b>	
Target A: Represent and solve problems involving multiplication and division.	<span style="color: orange;">●</span>
3.OA.1. Interpret products of whole numbers, e.g., interpret $5 \times 7$ as the total number of objects in 5 groups of 7 objects each. For example, describe a context in which a total number of objects can be expressed as $5 \times 7$ .	
3.OA.2. Interpret whole-number quotients of whole numbers, e.g., interpret $56 \div 8$ as the number of objects in each share when 56 objects are partitioned equally into 8 shares, or as a number of shares when 56 objects are partitioned into equal shares of 8 objects each. For example, describe a context in which a number of shares or a number of groups can be expressed as $56 \div 8$ .	
3.OA.3. Use multiplication and division within 100 to solve word problems in situations involving equal groups, arrays, and measurement quantities, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem.	
3.OA.4. Determine the unknown whole number in a multiplication or division equation relating three whole numbers. For example, determine the unknown number that makes the equation true in each of the equations $8 \times ? = 48$ , $5 = \_ \div 3$ , $6 \times 6 = ?$	
Target B: Understand properties of multiplication and relationship between multiplication and division.	<span style="color: blue;">▲</span>
Target C: Multiply and divide within 100.	<span style="color: red;">▼</span>
Target D: Solve problems involving the four operations. Identify, explain patterns in arithmetic.	<span style="color: orange;">●</span>



## Claims and Assessment Targets

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

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

The first column of the next row lists the assessment targets for the identified claim. By selecting the caret, the Michigan Academic Standards for each assessment target are displayed. Each assessment target row is collapsible.

The second column contains information about the aggregate group’s performance on the assessment target as compared to the test as a whole:

- An upward pointing blue triangle indicates a relative strength in the assessment target as compared to the aggregate group’s performance on the test as a whole.
- A circle indicates neither a strength nor a weakness in the assessment target as compared to the aggregate group’s performance on the test as a whole.
- A downward pointing orange triangle indicates a relative weakness in the assessment target as compared to the aggregate group’s performance on the test as a whole.

Data is reported for assessment targets only when the aggregate group includes all of the following:

- 15 unique students per target
- 3 unique items per target
- 25 responses per target

### Menu Options

Filter option information is available in the [Dynamic Score Reporting Site User Guide](#).

## Take Action

The take action menu is enabled after a report is generated and contains the following options for the report:

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

### Help ?

- [Dynamic Score Reporting User Guide](#) – user guide that describes how to access and navigate the Dynamic Score Reporting Site
- [Interpretive Guide to M-STEP Reports](#) – provides information on the interpretation and use of M-STEP reports

## About the Data

- Only valid test scores are included in the reported results.
- Homeschool students are excluded from the reported results.
- Nonpublic students are included only on the school level reports. They are excluded from district and state level results.
- Student tests that were force submitted are excluded from the reported results.
- Students who scored at the lowest and highest obtainable theta (LOT and HOT) were excluded from the reported results.
- Not all students were assessed with the same number of items on each assessment target.

## Data Definitions

- **Claim:** Claims are used as a means to organize assessment targets. Claims apply to ELA and mathematics.



- **Assessment Target:** Assessment targets describe the content expectations of what will be assessed by the items within each claim.
- **Lowest and Highest Obtainable Theta (LOT and HOT):** Extreme value scores (both high and low) are ceiling and floor scores of the full distribution of scores. These are often (but not always) tests with all-correct or all-incorrect responses. Using standard psychometric procedures, LOT and HOT scores are established for each grade to create the range of scale scores.

**Note:** This report compares assessment target performance to overall test performance within the identified aggregate group. The report identifies relative areas of strength and weaknesses among the identified aggregate group; it is **not** a proficiency report.

## 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 social studies discipline, and the number of students scoring in each of four scoring categories. Expectation Analysis Reports are provided for social studies only.

The report is divided into two main sections:

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

This report can help educators:

- identify expectations on which students perform well and expectations on which students do not perform well
- analyze curricular alignment to Michigan Academic Standards

### District Expectation Analysis Report

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

**Grade 08 | Social Studies | All Students**

Discipline H Expectations	History	No. of Students Assessed per Expectation	Average % Points Earned	Number of Students With:			
				0-25% Points Earned	26-50% Points Earned	51-75% Points Earned	76-100% Points Earned
7H1.1.02	Compare different calendar systems	1024	50.7	505	0	0	519
6H1.2.01	Explain how historians use a variety of sources	1024	4.3	980	0	0	44
6H1.2.02	Read a historical passage/identify factual knowledge	37	4				
7H1.2.06	Identify the role of the individual in history	37					
6H1.4.01	Describe cultural institutions: study an era/region	37					
7W1.1.01	Explain human communities: Eastern Hemisphere	37					
7W1.1.02	Explain Paleolithic/Neolithic: Africa/Western Europe/Asia	1024					
6W1.2.02	Describe natural environment: agricultural settlements	1061					
6W1.2.03	Explain the impact of the Agricultural Revolution	37					
7W1.2.01	Describe natural environment: agricultural settlements	1024					
7W1.2.03	Compare two early civilizations: Eastern Hemisphere	1024	26.5	753	0	0	271
6W2.1.01	Explain how environment/agriculture in Western Hemisphere	37	81.1	7	0	0	30

Schools shouldn't use this report to:

- make program-placement decisions for individual students unless required by law
- conduct item-level analysis or item-type reviews that encourage "teaching to the test" rather than the content standards



## 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.

### Menu Options

Filter option information is available in the [Dynamic Score Reporting Site User Guide](#).

## Take Action

The Take Action 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
- **CSV File Download** – downloadable file that contains all student data found on the report
- **CSV File Format** – describes the data contained in the CSV file download
- **PDF Download** – To view a PDF of the report, select “PDF Download”. This will open a PDF document of the reports.

### Help

- [Dynamic Score Reporting User Guide](#) – user guide that describes how to access and navigate the Dynamic Score Reporting Site
- [Interpretive Guide to M-STEP Reports](#) – provides information on the interpretation and use of M-STEP reports



## Demographic Subscore Report

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

The report is divided into four main sections:

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

### Overall Claims Summary Data Table

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

The data displayed in the table is:

- Total number of valid tests
- Percentage of students scoring in the below standard category
- Percentage of students scoring in the at/near standard category
- Percentage of students scoring in the above standard category

### District Demographic Subscore Report

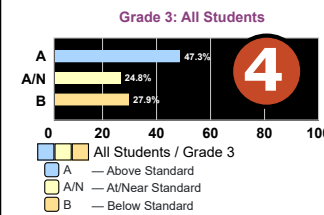
Year: 20XX | Assessment: M-STEP | ISD Code: 00000 | ISD Name: Sample ISD | District Code: 00000 | District Name: Sample Community District

#### Grade 3 | English Language Arts | All Students

##### Claims Summary

Claims	No. Valid Tests	% Below	% At/Near	% Above	Overall Claims Summary
Reading	681	27.9%	24.8%	47.3%	
Writing	681	18.9%	30.0%	51.1%	
Listening	681	9.3%	44.1%	46.7%	
Research	681	26.6%	32.0%	41.4%	

##### Reading Claim



Demographic Subgroups	No. of Valid Tests	% Below	% At/Near	% Above
All Students / All Grades	3418	26.3	26.6	47.1
All Students / Grade 3	681	27.9	24.8	47.3
<b>Gender</b>				
Male	366	27.9	26.0	46.2
Female	315	27.9	23.5	48.6
<b>Ethnicity</b>				
American Indian or Alaska Native	88	31.8	17.0	51.1
Asian	101	25.7	29.7	44.6
Black or African American	104	26.0	20.2	53.8
Hispanic or Latino	126	28.6	20.6	50.8
Native Hawaiian or Other Pacific Islander	88	19.3	38.6	42.0
Two or More Races	85	29.4	25.9	44.7
White	89	34.8	23.6	41.6
<b>Additional Reporting Groups</b>				
Economically Disadvantaged: Yes	400	27.3	23.8	49.0
Economically Disadvantaged: No	281	28.8	26.3	44.8
English Learner: Yes	112	26.8	23.2	50.0
English Learner: No	569	28.1	25.1	46.7
Former English Learner: Yes	74	27.0	18.9	54.1
Former English Learner: No	607	28.0	25.5	46.5
Foster Care: Yes	82	24.4	17.1	58.5
Foster Care: No	599	28.4	25.9	45.7
Homeless: Yes	118	24.6	21.2	54.2
Homeless: No	563	28.6	25.6	45.8
Migrant: Yes	125	28.0	15.2	56.8
Migrant: No	556	27.9	27.0	45.1
Military Connected: Yes	109	22.0	25.7	52.3
Military Connected: No	572	29.0	24.7	46.3
Students with Disabilities: Yes	127	26.8	29.9	43.3
Students with Disabilities: No	554	28.2	23.6	48.2
<b>Accommodation</b>				
Standard Accommodation - all students	120	20.0	21.7	58.3
Standard Accommodation - EL only	32	15.6	12.5	71.9

\* Values may not sum to 100 due to rounding.

Date last modified: 08/05/2021

**Note:** Claim performance indicator labels have changed for Spring 2021. This is only a change in the labels; calculations of claim performance have not changed from prior administrations.



## Demographic Subscore Report

This report helps schools to:

- compare overall performance for each aggregated group of students if assessment participation was consistent across the district
- identify needs for academic program improvement or continuous improvement goals
- analyze summary performance on the ELA and mathematics claims overall
- analyze summary performance on the ELA and mathematics claims by demographic group while considering assessment participation and instructional modality for the demographic group
- identify claim-level areas of strength and weakness by demographic group while considering assessment participation and instructional modality for the demographic group
- analyze claim-level curricular alignment and impact by demographic group while considering assessment participation and instructional modality for the demographic group
- compare claim-level performance among demographic groups while considering assessment participation and instructional modality for the demographic group
- identify achievement gaps by demographic group while considering assessment participation and instructional modality for the demographic group

## Demographic Subscore Report

Schools shouldn't use this report to:

- make program-placement decisions for individual students unless required by law
- make day-to-day instructional decisions for individual students
- conduct item-level analysis or item-type reviews that encourage "teaching to the test" rather than the content standards
- compare a school's performance to other schools in the district when participation rates are not consistent
- compare school or district results to statewide results due to variation in participation and instructional modality across the state

## Demographic Subgroups Claim Performance Indicator Data Table

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

- Gender
  - Female
  - Male
- Ethnicity
  - American Indian or Alaska Native
  - Asian
  - Black or African American
  - Hispanic or Latino
  - Native Hawaiian or Other Pacific Islander
  - Two or More Races
  - White

## Overall Claim Performance Indicator Percentages Graphic

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



- Additional Reporting Groups
  - Economically Disadvantaged: Yes
  - Economically Disadvantaged: No
  - English Learner: Yes
  - English Learner: No
  - Foster Care: Yes
  - Foster Care: No
  - Homeless: Yes
  - Homeless: No
  - Migrant: Yes
  - Migrant: No
  - Military Connected: Yes
  - Military Connected: No
  - Students with Disabilities: Yes
  - Students with Disabilities: No

## Demographic Subgroup Claim Performance Indicator Percentages Graphic

The user may select up to eight demographic subgroups in the demographic table to compare against the overall student population. Each selected demographic subgroup will be highlighted and a graph entitled “Subgroup Comparisons” with a corresponding horizontal bar graph of the performance indicator percentages will display under the overall performance indicator graph. Patterns and different colors are applied to represent each subgroup and the legend below the graph is updated to display the color and pattern for each selected demographic subgroup displayed in the graph.

## Menu Options

Filter option information is available in the [Dynamic Score Reporting Site User Guide](#).

## Take Action

The take action menu is enabled after a report is generated and contains the following options for the report:

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

## Help

- [Dynamic Score Reporting User Guide](#) – user guide that describes how to access and navigate the Dynamic Score Reporting Site
- [Interpretive Guide to M-STEP Reports](#) – provides information on the interpretation and use of M-STEP reports





## Demographic Report

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

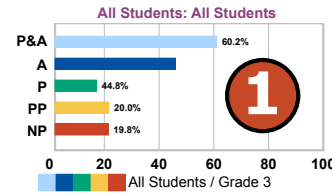
The report is divided into two main sections.

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

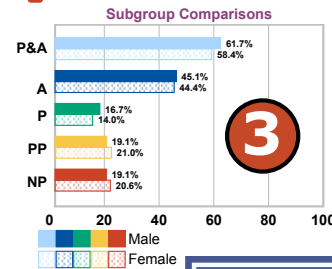
### District Demographic Report

Year: 0000 | Assessment: M-STEP | ISD Code: 00000 | ISD Name: Demo ISD | District Code: 00000 | District Name: Sample Public Schools

#### Grade 3 | English Language Arts | All Students



P&A — 1300-1357 Proficient & Advanced  
 A — 1317-1357 Advanced  
 P — 1300-1316 Proficient  
 PP — 1280-1299 Partially Proficient  
 NP — 1203-1279 Not Proficient



Demographic Subgroups	No. of Students Assessed	Mean Scale Score	Read By Grade 3 Indicator									
			% at NP	% at PP	% at P	% at A	% at P & A*	% at M	% at S	% at R		
All Students / All Grades	3420	1510	20.4	23.0	19.4	37.1	56.5	17.3	2.3	0.4		
All Students / Grade 3	681	1313	19.8	20.0	15.4	44.8	60.2	86.6	11.6	1.9		
<b>Gender</b>												
Male	366	1314	19.1	19.1	16.7	45.1	61.7	87.2	11.2	1.6		
Female	315	1313	20.6	21.0	14.0	44.4	58.4	86.0	11.7	2.2		
<b>Ethnicity</b>												
American Indian or Alaska Native	88	1313	22.7	18.2	11.4	47.7	59.1	80.7	18.2	1.1		
Asian	101	1315	15.8	21.8	16.8	45.5	62.4	92.1	6.9	1.0		
Black or African American	104	1316	22.1	11.5	15.4	51.0	66.3	84.6	13.5	1.9		
Hispanic or Latino	126	1316	16.7	22.2	14.3	46.8	61.1	88.9	9.5	1.6		
Native Hawaiian or Other Pacific Islander	88	1311	15.9	23.9	23.9	36.4	60.2	89.8	5.7	4.5		
Two or More Races	85	1312	21.2	16.5	17.6	47.5	62.4	84.7	11.8	1.6		
White	89	1310	25.8	25.8	9.0	58.3	84.3	15.7	3.0	0.5		
<b>Additional Reporting Groups</b>												
Economically Disadvantaged: Yes	400	1314	19.3	19.0	14.8	47.5	61.8	87.5	10.3	2.3		
Economically Disadvantaged: No	281	1312	20.6	21.4	16.4	41.8	58.0	85.4	13.2	1.4		
English Learner: Yes	112	1314	21.4	18.8	12.5	47.3	59.8	88.4	8.9	2.7		
English Learner: No	569	1313	19.5	20.2	16.0	44.3	60.3	86.3	12.0	1.8		
Former English Learner: Yes	74	1318	20.3	17.6	9.5	52.7	62.2	87.8	9.5	2.7		
Former English Learner: No	607	1313	19.8	20.3	16.1	43.8	60.0	86.5	11.7	1.8		
Foster Care: Yes	82	1321	23.2	9.8	12.2	54.9	67.1	85.4	12.2	2.4		
Foster Care: No	599	1312	19.4	21.4	15.9	43.4	59.3	86.8	11.4	1.8		
Homeless: Yes	118	1314	19.5	18.6	14.4	47.5	61.9	87.3	9.3	3.4		
Homeless: No	563	1312	20.3	20.3	15.6	44.3	59.0	86.5	11.0	1.6		

Schools shouldn't use this report to:

- make program-placement decisions for individual students unless required by law
- make day-to-day instructional decisions for individual students
- conduct item-level analysis or item-type reviews that encourage "teaching to the test" rather than the content standards
- compare school, district, or state results due to differences in instructional modality and participation

This report helps schools to:

- compare overall performance for each aggregated group of students
- compare school performance to other schools in the district **if assessment participation was consistent** across the district
- identify needs for academic program improvement or continuous improvement goals
- analyze summary performance by demographic group
- compare demographic group performance to overall performance
- identify areas of strength and weakness by demographic group
- analyze curricular alignment and impact by demographic group
- identify achievement gaps by demographic group
- analyze school-level overall performance
- analyze curricular alignment to Michigan Academic Standards





## Demographic Report

This report provides information about:

- aggregate group performance by mean scale score and performance level

## Overall Performance Level Percentages Graphic

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

## Demographic Subgroup Performance Level Data Table

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

Read by Grade 3 law indicators are included on grade 3 English language arts reports.

The demographic subgroups reported are:

- Gender
  - Female
  - Male
- Ethnicity
  - American Indian or Alaska Native
  - Asian
  - Black or African American
  - Hispanic or Latino
  - Native Hawaiian or Other Pacific Islander
  - Two or More Races
  - White

- Additional Reporting Groups
  - Economically Disadvantaged: Yes
  - Economically Disadvantaged: No
  - English Learner: Yes
  - English Learner: No
  - Former English Learner: Yes
  - Former English Learner: No
  - Foster Care: Yes
  - Foster Care: No
  - Homeless: Yes
  - Homeless: No
  - Migrant: Yes
  - Migrant: No
  - Military Connected: Yes
  - Military Connected: No
  - Students with Disabilities: Yes
  - Students with Disabilities: No

## Demographic Subgroup Performance Level Percentages Graphic

A user may select up to eight demographic subgroups in the demographic table to compare against the overall student population. Each selected demographic subgroup will be highlighted and a graph entitled “Subgroup Comparisons” with a corresponding horizontal bar graph will display under the overall performance level graph. Patterns and different colors are applied to represent each subgroup, and the legend below the graph is updated to display the color and pattern for each selected demographic subgroup displayed in the graph.

Grade 3 English language arts reports also include a Read by Grade 3 graphic. Users may view all grade 3 students and/or selected subgroups.



## Report Features

Features of the Demographic Report are described below.

### Menu Options

Filter option information is available in the [Dynamic Score Reporting Site User Guide](#).

- [Dynamic Score Reporting User Guide](#) – user guide that describes how to access and navigate the Dynamic Score Reporting Site
- [Interpretive Guide to M-STEP Reports](#) – provides information on the interpretation and use of M-STEP reports

### Take Action

The take action menu is enabled after a report is generated and contains the following options for the report:

- **About this Report** – this document
- **CSV Download** – downloadable file that contains all student data that is contained on the report, according to your selected filters.
- **CSV File Format** – file that describes the data contained in the CSV download.

## School Demographic Report Drill-Down Feature

The School Demographic Report includes a drill-down feature that enables the user to select the link in the Number of Students Assessed column to open a Student Roster Report, which includes the students represented in the aggregated group. When the Number of Students Assessed is zero, the “0” is not an active link.

**Note:** In some instances, the number of students displayed may differ between the School Demographic Report and the generated Student Roster Report. This is because the Demographic Report does not include invalid tests, while the Student Roster Report does include invalid tests.

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

The drill-down feature is not available on the state- or district-level Demographic Reports.



## Comprehensive Report

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

The report is divided into three main sections:

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

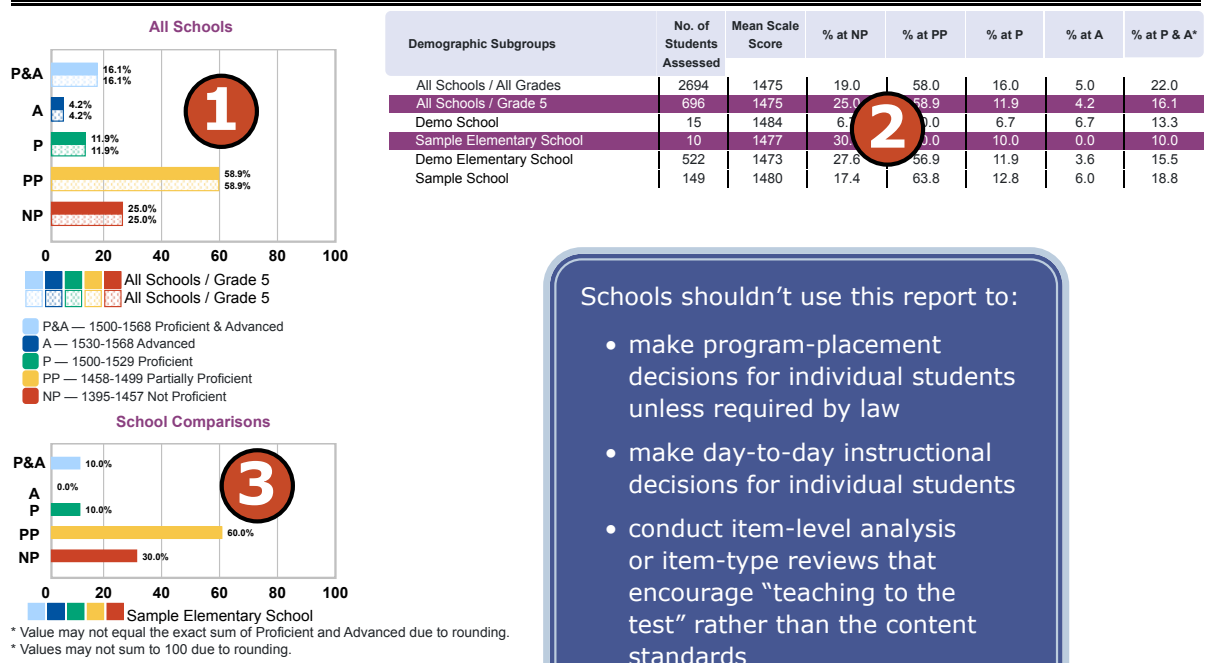
### Overall Performance Level Percentages Graphic

For all students with valid test scores in the selected grade, student population, and displayed content, the percentages of

## District Comprehensive Report

Year: 0000 | Assessment: M-STEP | ISD Code: 00000 | ISD Name: Demo ISD | District Code: 00000 | District Name: Sample Public Schools

### Grade 5 | Social Studies | All Students



Schools shouldn't use this report to:

- make program-placement decisions for individual students unless required by law
- make day-to-day instructional decisions for individual students
- conduct item-level analysis or item-type reviews that encourage "teaching to the test" rather than the content standards
- compare a school's performance to other schools in the district when participation rates are not consistent
- compare school, district, or state results due to differences in instructional modality and participation

This report helps schools to:

- compare overall performance for each aggregated group of students
- identify needs for academic program improvement for continuous improvement goals
- analyze school-level overall performance
- compare school performance to other schools in the district if assessment participation was consistent across the district
- analyze curricular alignment to Michigan Academic Standards



Advanced, Proficient, Partially Proficient, and Not Proficient students are displayed in a horizontal bar graph. The legend beneath the graph provides the scale score ranges associated with each performance level.

### Entity Performance Level Data Table

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

### School Performance Level Percentages Graphic

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

#### Menu Options

Filter option information is available in the [Dynamic Score Reporting Site User Guide](#).

- [Dynamic Score Reporting User Guide](#) – user guide that describes how to access and navigate the Dynamic Score Reporting Site
- [Interpretive Guide to M-STEP Reports](#) – provides information on the interpretation and use of M-STEP reports

### Take Action

The take action menu is enabled after a report is generated and contains the following options for the report:

- **About this Report** – this document
- **CSV Download** – downloadable file that contains all student data that is contained on the report, according to your selected filters
- **CSV File Format** – file that describes the data contained in the CSV download

### Help

- [Dynamic Score Reporting User Guide](#) – user guide that describes how to access and navigate the Dynamic Score Reporting Site
- [Interpretive Guide to M-STEP Reports](#) – provides information on the interpretation and use of M-STEP reports

### Drill-Down Feature

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

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



## OEAA Secure Site Data Files

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

### Student Data File

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

**School information** – student intermediate school district (ISD), local district, and school codes

**Student Demographic Data** – includes Grade, Name, Gender, Ethnicity, UIC, Date of Birth; also includes subgroup information including Economically Disadvantaged, Special Education, Limited English Proficiency, Migrant status and Homeschooled information

**Test Administration Data** – includes online or paper/pencil format, valid or invalid test (if invalid, includes reason for invalidation of the test), also whether student received accommodations

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

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

### M-STEP Student Data File Format

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

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

Excel Column	Field	Descriptor	Field Type (length)	Format
A	TestCycleID	M-STEP test period and fiscal year	text(20)	
B	ISDCode	ISD code number	varchar(5)	99999
C	DistrictCode	District code number	varchar(5)	99999
D	SchoolCode	School code number	varchar(5)	99999
E	Grade	Student grade	varchar(2)	99
F	LastName	Student last name	varchar(25)	
G	FirstName	Student first name	varchar(25)	
H	MiddleInitial	Student middle initial	char(1)	9
I	Gender	Student's gender M = Male, F = Female	char(1)	9
J	Ethnicity	Student's ethnic code 0 = Native Hawaiian or Other Pacific Islander 1 = American Indian or Alaska Native 3 = Black or African American 4 = Hispanic or Latino 5 = White 6 = Two or more Races 9 = Asian	int(1)	9
K	UIC	Student UIC	char(10)	9999999999
L	StudentNumber	Student number from local school district	varchar(20)	
M	BirthDate	Student's date of birth	datetime(8)	mm/dd/yyyy
N	Barcode	Student's barcode number	varchar(10)	9999999999
O	ED	Economically disadvantaged Y = Yes, N = No	char(1)	9
P	EL	English learner Y = Yes, N = No	char(1)	9
Q	FEL	Former English learner Y = Yes, N = No	char(1)	9
R	EnrollDate	Student is in foster care	char(1)	0



## **Aggregate Data File**

The Aggregate Data File contains student performance data used in the selected report. This data includes information on the selected school, 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, domain, or discipline data are included, based on the data contained in the selected report

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



## Section 7: Additional Resources

### Additional Sources of Assessment Results

#### MI School Data

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

#### MiLearn

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

When users log into the SIS, no second login or password is needed to access MiLearn. The user clicks a "State Assessment Data" link in the SIS to access MiLearn and their reports. Currently, districts on the Michigan Data Hub that use PowerSchool, MISTAR, Skyward, Infinite Campus, or Synergy as their SIS are able to integrate this free service. If your district is not yet on the Michigan Data Hub, contact [support@michigandatahub.org](mailto:support@michigandatahub.org).

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

Currently, MiLearn houses three years' worth of data for M-STEP (including PSAT, SAT, and ACT), WIDA, and MI-Access results. Early Literacy and Mathematics Benchmark Assessment reports will be available soon. For more information on MiLearn, please Tim Hall at [hallt@michigan.gov](mailto:hallt@michigan.gov).

#### General Resources

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

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

Resources available on the M-STEP web page:

- M-STEP and MME Performance Level (PL) Descriptors
- M-STEP Performance Level Scale Score Ranges
- Videos and information regarding Computer Adaptive Testing (CAT)
- Statewide Summative Assessments Calendars
- M-STEP: What it is, What it means, and What it Offers—presentation
- Online Practice for M-STEP ELA, mathematics, science, and social studies
- Sample Item Sets
- Mathematics and ELA Crosswalk documents with Claims, Targets, and Standards
- M-STEP Parent Guides—available in English and translated versions of Spanish and Arabic

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





## Section 8: Glossary

- **Claim:** Claims are used as a means to organize assessment targets. Claims apply to ELA and mathematics.
- **Discipline:** Disciplines are used as a means of organizing content standards and expectations. Disciplines apply to social studies.
- **Domains:** Domains are used to group the three-dimensional science standards using similar disciplinary core ideas. Domains apply to science.
- **Growth Score (SGP):** (previously called Student Growth Percentiles) SGPs describe a student's learning over time compared to other students with comparable prior test scores. Percentiles range from one to 99 and indicate how many scores in the comparison group are below that score.
- **Growth Target (AGP):** (previously called Adequate Growth Percentiles) This is the amount of growth necessary for the student to reach or maintain proficiency within a set timeframe. Percentiles range from one to 99 and indicate how much growth is required in order for the student to achieve proficiency in the timeframe score.
- **Growth Target (AGP) Timeframe:** This is the amount of time the growth target (AGP) model expects the student to take to reach or maintain proficiency. Timeframes range from one to three and indicate how many years it would take for the student to achieve proficiency if they meet the Growth Target Score.
- **Invalid Test:** A test that was completed by the student but was not administered according to required test administration policies or procedures. The invalid reasons include:
  - **Invalid Return of Materials (Multiple Answer Documents OR Late Returns):** For paper/pencil tests, either multiple answer documents were received for the student or materials were returned after the materials return deadline.
  - **Lowest and Highest Obtainable Theta (LOT and HOT):** Extreme value scores (both high and low) are ceiling and floor scores of the full distribution of scores. These are often (but not always) tests with all-correct or all-incorrect responses. Using standard psychometric procedures, LOT and HOT scores are established for each grade to create the range of scale scores.
- **Misadministration:** The test was not administered according to required test administration policies and procedures. Examples of this type of invalidation include, but are not limited to: test directions not read verbatim during testing; students were able to view content-related materials in the classroom during testing; or the testing environment was not conducive to testing or was not appropriate for the test session.
- **Missing MSDS data:** Data in the Michigan Student Data System is missing.
- **Nonstandard Accommodation:** The student received an accommodation during testing that is not allowed. For example, a student who tested in grades 3-5 with any type of calculator has received a nonstandard accommodation because this accommodation changes what is being assessed in the test.
- **Not Tested in Enrolled Grade (Out of Level):** The student's enrolled grade in MSDS does not match the grade-level test taken.
- **Prohibited Behavior:** The student engaged in not-allowable behavior during the test session. This may include, but is not limited to: disruptions during testing, accessing prohibited electronic devices, or cheating.
- **Test Not Attempted:** The student did not take the test or did not complete a sufficient portion of the test to receive a score.
- **Item:** A test question or stimulus presented to a student to elicit a response.
- **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.





- **Michigan’s Academic Standards:** The standards outline learning expectations for Michigan students and are intended to guide local curriculum development. They should be used as a framework by schools for curriculum development, with the curriculum itself prescribing instructional resources, methods, progressions, and additional knowledge valued by the local community.
- **Passage-based Writing Prompt (PBW):** The PBW is an ELA constructed response item wherein students are presented with either a literary or informational reading passage. Based on the passage, students receive a writing prompt requirement to respond to the prompt using supporting evidence from the passage.
- **Performance Indicator Graphs:** Claim performance for individual ELA and mathematics claims is indicated by the Claim Performance Indicator graph. The graph provides a visual representation of student performance relative to the range of possible performance within each claim. The orange portion of the graph indicates the student is most at risk of falling behind on a claim. The yellow portion of the graph indicates attention may be indicated for a student to continue meeting the claim. The blue portion of the graph indicates the student is making adequate progress on a claim.
- **Performance Level:** This provides descriptive information about the student’s performance on the M-STEP:
  - **Not Proficient** The student’s performance is not yet proficient and indicates minimal understanding and application of key academic content standards defined for Michigan students. The student needs intensive intervention and support to improve achievement.
  - **Partially Proficient** The student’s performance is not yet proficient, indicating a partial understanding and application of key academic content standards defined for Michigan students. The student needs assistance to improve achievement.
  - **Proficient** The student’s performance indicates understanding and application of key academic content standards defined for Michigan students. The student needs continued support to maintain and improve proficiency.
  - **Advanced** The student’s performance exceeds academic content standards and indicates substantial understanding and application of key concepts defined for Michigan students. The student needs support to continue to excel.
- **Raw Score:** Points earned/total points possible. Raw scores are not comparable across different forms of the test.
- **Scale Score:** Scale scores are test scores that have been statistically adjusted to a common scale that allows scores to be compared across different forms of the test.
- **Standard Error:** Educational measurements are attempts to capture a student’s true score, or ability, in the area being assessed. The standard error around the student score is an estimate of the range of scores one would expect if the student was to be measured repeatedly with parallel assessments.



## Section 9: Contact Information

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School administrators, teachers, and counselors should become familiar with the report layouts and information contained in this document. After reviewing this Interpretive Guide to Reports, you can contact the Michigan Department of Education Office of Educational Assessment and Accountability (OEAA), using the contact information listed below, for additional information about M-STEP administration procedures, content, scheduling, and/or appropriate assessment of or accommodations for students with disabilities or English Learners (ELs).

### **Office of Educational Assessment and Accountability**

**Andrew Middlestead**, Director, Office of Educational Assessment and Accountability (OEAA)

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

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

**Pietro Semifero**, Interim Manager, Test Development

**Nichole Mosser**, ELA Consultant

**Kyle Ward**, Mathematics Consultant

**Susan Palmiter**, Social Studies Consultant

**TJ Heck**, 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/mstep](http://www.michigan.gov/mstep)

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

