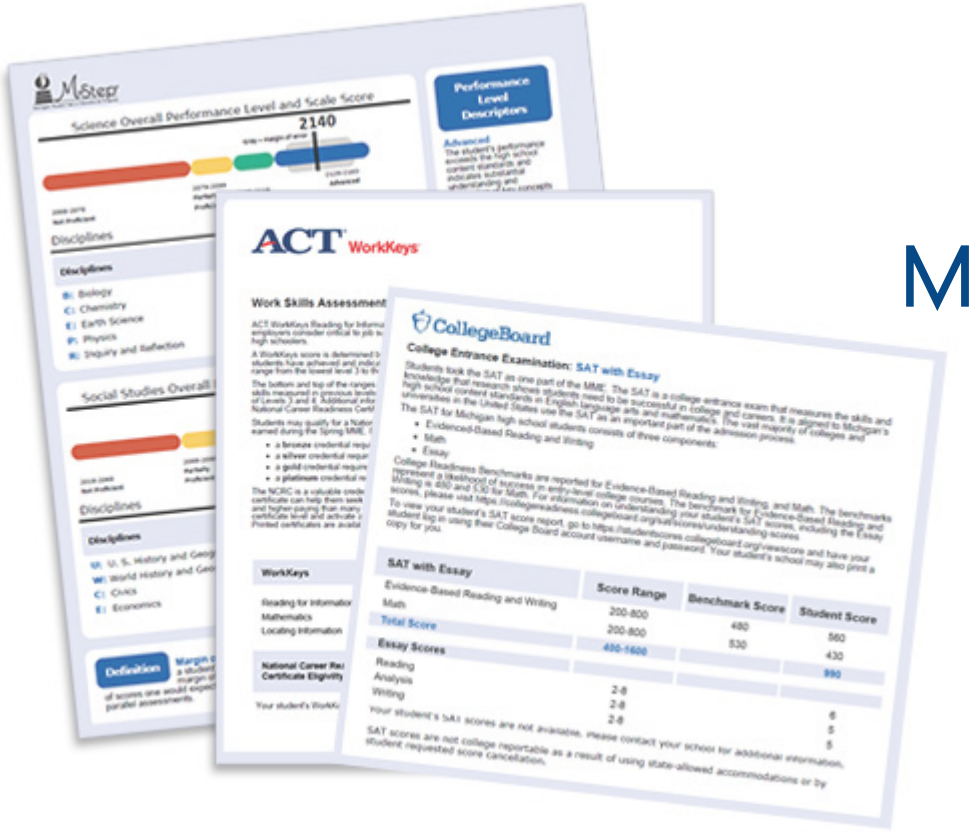
mme

Michigan Merit Examination



Spring 2018 Michigan Interpretive Guide to MME (Michigan Merit Exam) Reports

Updated: August 2018

Table of Contents

Table of contents

Section 1: Introduction 3

MDE Produced Report Descriptions 4

College Board Produced Report Descriptions 5

ACT WorkKeys Produced Report Descriptions 6

Section 2: Scoring 7

Scoring M-STEP Science and Social Studies 7

Multiple Choice Item Scores 7

How Scores are Reported 7

Scale Scores 7

Student Growth Percentiles 7

Performance Levels 8

Scoring SAT with Essay 8

Section 3: Performance Level Descriptors and Ranges for Grade 11 9

M-STEP Social Studies Performance Level (PL) Descriptors . . 9

SAT Evidence-Based Reading and Writing College and Career Readiness Benchmarks 10

Section 4: The Dynamic Score Reporting System 11

The Secure Site 11

What's New! 13

Section 5: Reports 14

Student Level Data Reports 14

Student Record Labels 14

Individual Student Report 15

Parent Report 16

Superintendent Letter 16

Student Roster 19

Student Overview 21

Aggregate Data Reports 22

Expectation Analysis 22

Demographic Report 23

Comprehensive Report 25

CSV Files from Dynamic Score Reporting Site 26

Section 6: Additional Resources 27

Additional Sources of Assessment Results 27

OEAA Secure Site Data files 27

MI School Data 27

SAT Information: 27

WorkKeys Information: 28

General Resources 28

Section 7: Contact Information 29

Appendix: Accessing SAT and ACT WorkKeys Score Reports 30

SAT with Essay: 30

ACT WorkKeys 31

Student Access to MyWorkKeys.com 31

mme
Michigan Merit Examination

Section 1: Introduction

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

M-STEP assessments measure what students know and are able to do compared to Michigan's state standards established for high school students. Science and social studies are assessed by M-STEP. For more information on the M-STEP please visit the M-STEP web page (www.michigan.gov/mstep).

The SAT is a college admission exam that measures the skills and knowledge that research shows students need to be successful in college and careers, and reflects what students are learning in their classrooms every day. The SAT includes a Reading and Writing, Language and Math test, and essay. The vast majority of colleges and universities in the U.S. use the SAT as an important part of the admission process. The results from the evidence-based reading and writing and mathematics sections of the SAT are used in 11th grade ELA and mathematics accountability calculations.

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

1. Students K-12 score portal
2. Scores for Educators

ACT WorkKeys is a job skills assessment system measuring real-world skills, designed to support economic and workforce development programs. The MME ACT WorkKeys components assess Reading for Information, Applied Mathematics, and Locating Information. Skills assessed by ACT WorkKeys are valued by Michigan employers, colleges, and technical training institutions. Students who receive qualifying scores on the three ACT WorkKeys assessments taken as part of the MME are eligible for the National Career Readiness Certificate (NCRC) and in some cases college credit. ACT WorkKeys has developed a Scale Score Interpretation Guide (www.act.org/stateanddistrict/michigan under drop-down menu #7, WorkKeys: Interpretation - Receive score reports and data → Score Reports and Impact of Test Data.) This document helps in understanding the WorkKeys Scale Score by explaining what the score is, how it can be used, and how it was developed.

This guide was developed to assist educators in understanding and using the Spring Michigan Merit Examination (MME) results. The reports prepared for the MME include both individual level reports (Parent Reports, Student Overview Reports, and Student Record Labels) and aggregate-level reports (Demographic Reports and Summary Reports). Schools must distribute the MME Parent Reports to students' parents or guardians as soon as possible when the printed reports are received.

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

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

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

NOTE: Spring 2018 student data are **EMBARGOED** until the public release of assessment results later this summer. Districts and schools will be notified through the Spotlight on Student Assessment and Accountability Newsletter when the embargo is lifted.

mme Michigan Merit Examination

MDE Produced Report Descriptions

Report	MME Component	Type or Level	Distribution	Description
Student Record Label	M-STEP, SAT with Essay	Student Level	Paper	Summarizes individual student achievement in M-STEP Social Studies, SAT Evidence-Based Reading and Writing (EBRW) and Mathematics.
Parent Report	M-STEP, SAT with Essay, and ACT WorkKeys	Student Level	Paper Online	Summarizes individual student achievement for each content area including earned points and points possible percent correct, and performance level. This report also contains SAT and ACT WorkKeys data.
Individual Student Report (ISR)	M-STEP	Student Level	Online	Separated by content area, the ISR provides detailed information on individual student achievement, including scale score and performance level.
Student Overview Report	M-STEP, SAT with Essay and WorkKeys	Student Level	Online	The Student Overview Report provides summary data of each student's performance in all content areas assessed on the MME. These reports are designed to provide educators a high level snapshot of a student's performance in all content areas. SAT and WorkKeys data are included in this report.
Student Roster	M-STEP	Student Level	Online	Separated by content area, the roster provides detailed information on student achievement, including scale score, performance level, earned points and points possible for groups of students.
Expectation Analysis Report	M-STEP	School	Online	Provides the percentage of points earned by grade and content area expectation in each discipline and the number of students scoring in each of four quartiles. This report is available for Social Studies only and is intended to provide an overview of performance by content expectation.
		District		
		State		
Demographic Report*	M-STEP	School	Online	Provides a comparison of students by grade and content, aggregated across elected demographic groups, showing the percentages proficient in each performance level.
		District		
		State		
Comprehensive Report*	M-STEP	District	Online	Provides a comparison of students by grade and content by schools within a district or districts within an ISD. Mean scale scores and percentages of students in each performance level are reported.
		ISD		
CTE Student Roster Report*	M-STEP	CTE Student Level	Paper	CTE reports provide student achievement results for M-STEP, Social Studies for students enrolled in one of the CTE programs.
CTE School Summary Report*	M-STEP	CTE Program Level	Paper	CTE reports provide program-level results for M-STEP, Social Studies for students enrolled in one of the CTE programs.

*Separate reports are produced for: 1) all students, 2) students with disabilities (SWD) and, 3) all except students with disabilities AESWD).

mme
Michigan Merit Examination

College Board Produced Report Descriptions

Report	MME Component	Type or Level	Distribution	Description
Individual Score Report	SAT with Essay	Student Level	Online	A student score report that includes percentiles, color coding showing how the student performs compared to college readiness benchmarks, score projections, recommendations for AP courses to explore, and demographic information. Students can access their online report (https://studentscores.collegeboard.org/home).
Individual Score Report	SAT with Essay	Student Level	Paper	A student score report that includes percentiles, color coding showing how the student performs compared to college readiness benchmarks, score projections, recommendations for AP courses to explore, and demographic information. This is a printable report available for educators to access in the K-12 reporting portal (https://k12reports.collegeboard.org/login).
Roster Report	SAT with Essay	Student Level	Online	Lists students with aggregate performance data and scores. Click on a student's name to view an individual student report.
Scores & Benchmarks	SAT with Essay	Student Level	Online	Provides aggregate and student-level performance. Use it to see how well students performed by comparing their scores to mean scores, benchmark data, and other statistics at the school, district and state levels; establish baselines for school improvement goals; and identify which students did not meet benchmarks.
Instructional Planning	SAT with Essay	Student Level	Online	View students by performance group in specific subscores, section, and test scores. See which skills your students are strongest, and which need the most improvement.

ACT WorkKeys Produced Report Descriptions

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

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 2018, science and social studies content area assessments included multiple choice items. When responding to multiple choice items, students select from the available options, only one of which is a correct response to the item. Students who select only the correct option receive a score of one (1) on the MC item. Students who select one of the incorrect options, multiple options, or did not respond receive a score of zero (0). The string of responses from the MC items (e.g. 1,0,0,0,1,…,1) serves as input for the statistical models used to derive scale scores. MC items are scanned and scored by computer.

Constructed Response Item Scores

In Spring 2018, the science field test included Constructed Response (CR) items. Some students were presented with constructed response items as part of the item cluster. Based on the phenomenon and information presented in the stimulus, students who received constructed response items were required to respond to the prompt using their own words. The maximum points for science constructed response items ranged from one (1) to three (3) points.

CR items requiring typed or written answers are evaluated by human scorers. Guided by precise criteria, scorers review a response for accuracy and completeness and assign points based on how well the requirements of the question 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. The constructed response items receive a 20 percent read-behind—meaning another human scorer also reads and scores the item—and the correlation between these two scores is examined to calculate interrater reliability. Due to the high-stakes nature of these large-scale assessments, the Michigan Department of Education (MDE) has taken every possible step to minimize scoring subjectivity and maximize scoring objectivity.

Technology Enhanced Item Scores

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

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

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

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

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

Keypad Input – a math item type containing an embedded keyboard for math functions that can be used to answer the question

Evidence-Based Selected Response – an item consisting of two parts, with each part being multiple choice or hot text paragraph with answers embedded in the paragraph

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

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

Differences between Online and Paper/Pencil Items

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

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

How Scores are Reported

Scale Scores

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

Student Growth Percentiles

Student Growth Percentiles (SGPs) will appear on the Individual Student Report, Student Overview, and in the school data files accessed through the Secure Site. SGPs replaced Performance Level Change (PLC) on prior score reports, which relied on consistent proficiency standards from year to year. The assessment transition to the M-STEP necessitated an accompanying change in the reporting of student growth.

Student Growth Percentiles represent one powerful way to understand growth. Values for SGPs in Michigan range from 1-99, and can be interpreted in similar ways to other forms of percentiles. Scores close

[1] The Connecticut Smarter Balanced Assessments Interpretive Guide

to 50 represent average growth. Higher SGPs indicate higher growth, while lower SGPs indicate lower growth. These percentiles are relative to students in Michigan, who had comparable achievement scores on prior state-level tests. Because of this, only students who received valid scores on the most recent state assessment in a content area and have a valid score on this year's test will receive SGPs. It also follows that SGPs will not be available for students who take M-STEP/MI-Access FI tests in fourth grade science, fifth grade social studies, and third grade ELA or mathematics.

The addition of SGPs to Individual Student Reports, Student Overview Reports, and data files can add important context to understand the growth of individual students and growth patterns within groupings of students. When combined with achievement scores and proficiency categories, SGPs can help educators understand how student achievement scores compare to their peers in the state who had comparable prior test scores. Visit the MDE Accountability web page (http://www.michigan.gov/mde/0,4615,7-140-22709_59490-298094--,00.html) for more information about **Student Growth Percentiles**.

Performance Levels

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

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

Scoring SAT with Essay

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

Section 3: Performance Level Descriptors and Ranges for Grade 11

M-STEP Social Studies Performance Level (PL) Descriptors

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

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

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

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

2018 M-STEP
Performance Level Scale Score Ranges

Subject	Grade	Level 1 Not Proficient	Level 2 Partially Proficient	Level 3 Proficient	Level 4 Advanced
Social Studies	11	2016–2068	2069–2099	2100–2130	2131–2166

NOTE: The 2018 M-STEP Science assessment was a field test. Scale Scores are not calculated for field test data, therefore Performance Level ranges are not available for the 2018 M-STEP Science assessment.

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

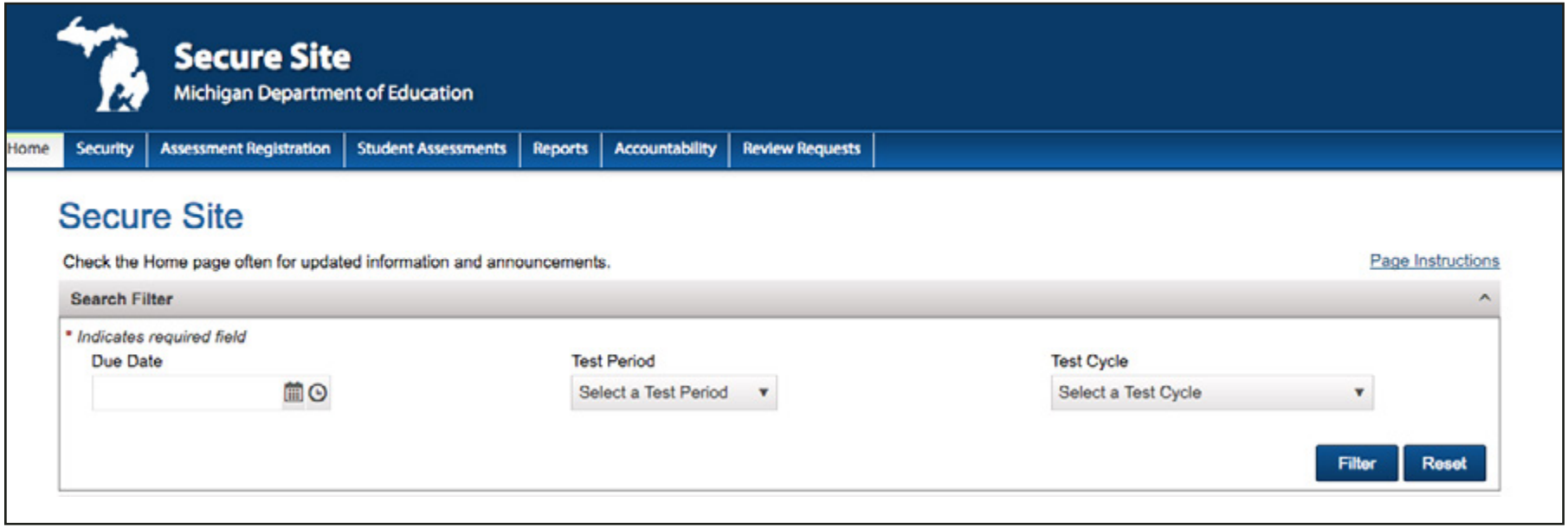
Grade 11 ELA and Mathematics results are reported using the College Board college and career ready (CCR) benchmarks for evidence-based reading and writing (EBRW) and mathematics. Students who have met or exceeded the EBRW CCR are considered proficient in ELA for accountability purposes. The same holds true for mathematics. Students who meet or exceed the Math CCR benchmark are counted as proficient in 11th grade mathematics.

SAT with Essay	Score Range	Benchmark Score
Evidence-Based Reading and Writing	200-800	480
Math	200-800	530
Total Score	**400-1600**	
Essay Scores		
Reading	2-8	
Analysis	2-8	
Writing	2-8	

Section 4: The Dynamic Score Reporting System

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

The Secure Site



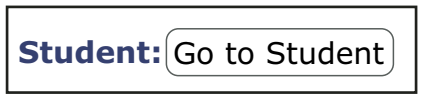
M-STEP reports are available through the OEAA Secure Site (www.michigan.gov/oeaa-secure). Secure Site access is only available to district and school employees with authorized user roles and permissions granted by their district. You must have a MEIS login in order to access the Secure Site. For instructions on how to obtain a MEIS login, go to Secure Site Training (www.michigan.gov/securesitetraining) and click "How do I get access to the Secure Site?"

Functionality

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

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

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

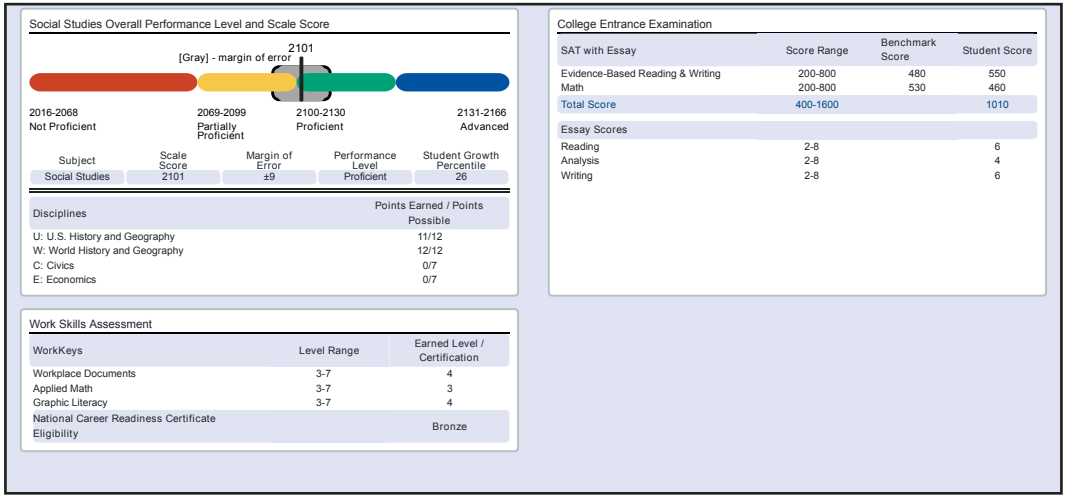


3. **The Actions button menu:** These options vary depending on the report.

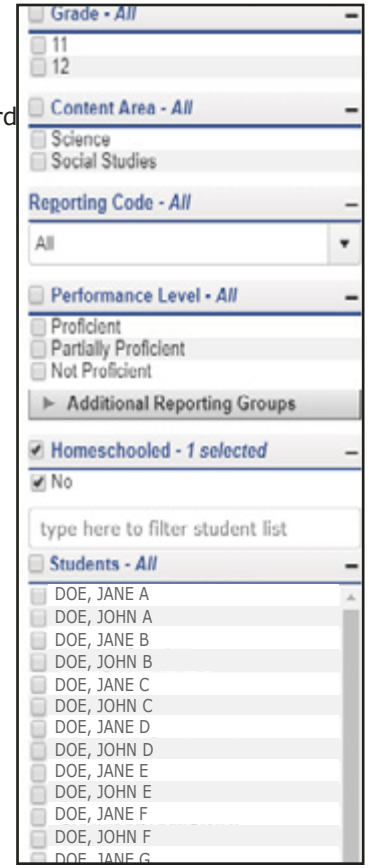
Options in this menu include:

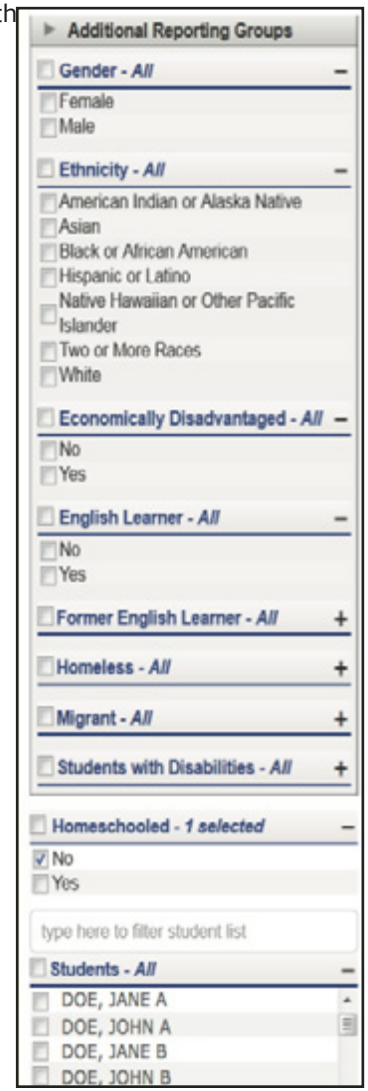
- About this Report
- PDF Download - use this to view individual or small groups of reports
- Zip (Bulk PDF) Download - use this to print a large group of reports
- CSV File Download - downloadable file that contains all student data that is contained in the report
- CSV File Format - file format that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

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



- **Filter Pane:** This section allows the user to filter by grade, content area, reporting code, and individual students. This pane also allows the user to generate reports. The Student filter has a predictive search feature. Users type student name(s) into the search bar to filter. The options available in the Filter Pane vary depending on th report. Filter options may include:
- Student Population
- Grade
- Content
- Reporting Code
- Performance Level
- Additional Reporting Groups Accord
  - Gender
  - Ethnicity
  - Economically Disadvantaged
  - English Learner
  - Former English Learner
  - Homeless
  - Migrant
  - Students with Disabilities
  - Homeschooled
  - Students





What's New!

New features have been added to the Dynamic Score Reports for 2018:

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

Actions Button: The Actions Button now includes the M-STEP Guide to Reports and the Dynamic Score Reporting Site User Guide that includes detailed information about how to access and navigate the Dynamic Score Reporting Site.

Section 5: Reports

Student Level Data Reports

Student Record Labels

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

Student Record Labels are provided for inclusion in the students' Cumulative Student Record or CA-60 folder. They are printed and shipped to the school where the student tested in late summer.

00000 ABC SCHOOL
00000 ABC HIGH SCHOOL

DOE, JANE A

UIC#: 0000000000, STU#: 0000000

DOB: 00/00/0000
Gender: F
Grade: 11
Spring 20XX

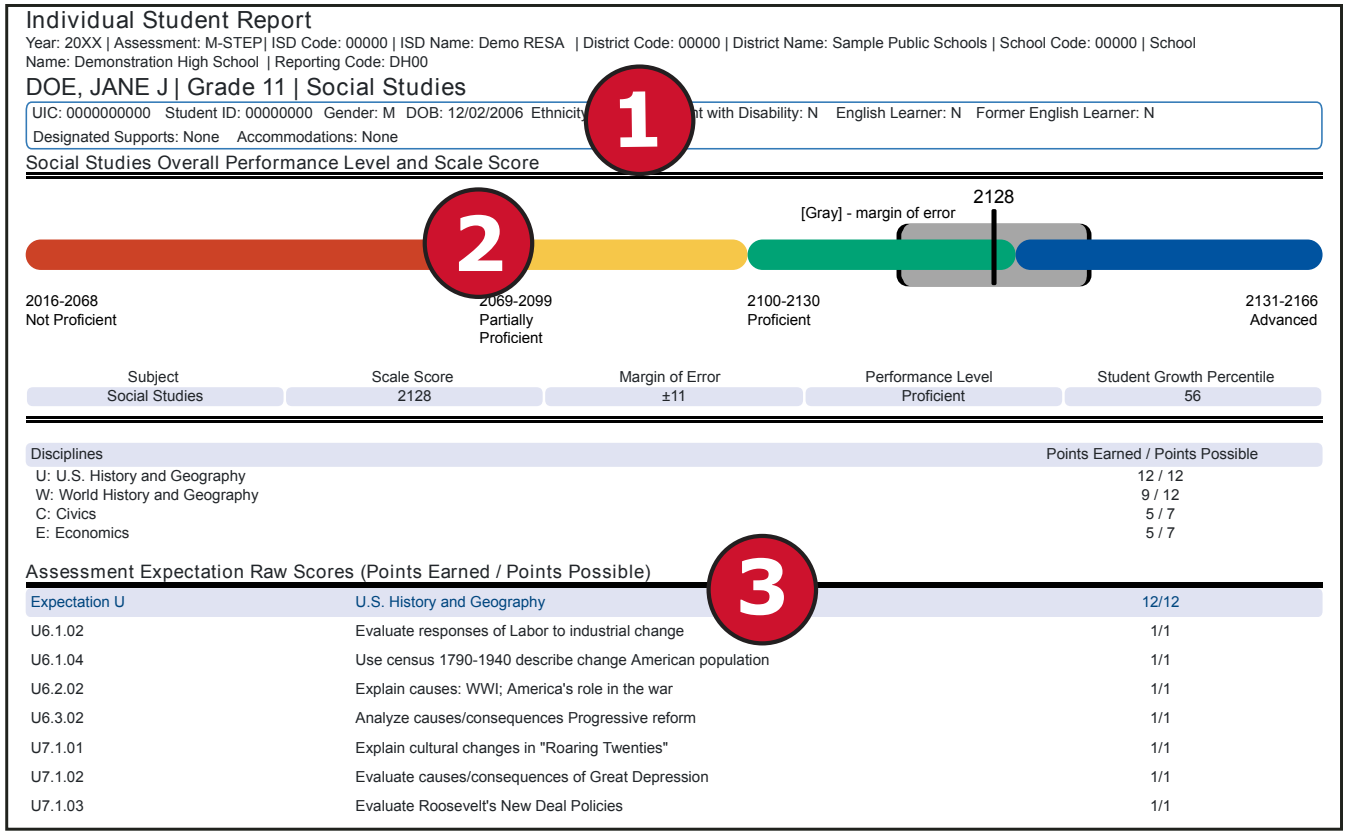
mme
Michigan Merit Examination

Content	SS	College Career Ready or Performance Level
ELA (EBRW)	760	CCR Met
Mathematics	590	CCR Met
Science	NA	NA
Social Studies	2142	4-Advanced

Individual Student Report

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

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



Individual Student Report

Year: 20XX | Assessment: M-STEP| ISD Code: 00000 | ISD Name: Demo RESA | District Code: 00000 | District Name: Sample Public Schools | School Code: 00000 | School Name: Demonstration High School | Reporting Code: DH00

DOE, JANE J | Grade 11 | Social Studies

UIC: 0000000000 Student ID: 00000000 Gender: M DOB: 12/02/2006 Ethnicity [illegible] with Disability: N English Learner: N Former English Learner: N

Designated Supports: None Accommodations: None

1

Social Studies Overall Performance Level and Scale Score

2

2128

[Gray] - margin of error

2016-2068 Not Proficient

2069-2099 Partially Proficient

2100-2130 Proficient

2131-2166 Advanced

Subject	Scale Score	Margin of Error	Performance Level	Student Growth Percentile
Social Studies	2128	±11	Proficient	56

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

3

Assessment Expectation Raw Scores (Points Earned / Points Possible)

Expectation U	U.S. History and Geography	12/12
U6.1.02	Evaluate responses of Labor to industrial change	1/1
U6.1.04	Use census 1790-1940 describe change American population	1/1
U6.2.02	Explain causes: WWI; America's role in the war	1/1
U6.3.02	Analyze causes/consequences Progressive reform	1/1
U7.1.01	Explain cultural changes in "Roaring Twenties"	1/1
U7.1.02	Evaluate causes/consequences of Great Depression	1/1
U7.1.03	Evaluate Roosevelt's New Deal Policies	1/1

Student Demographic Information

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

Overall Content Performance

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

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.

mme Michigan Merit Examination

Discipline and Content Expectation Data

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.

Filters

Users may choose from several filters prior to report generation:

- Grade
- Content Area
- Reporting Code (formerly known as Class/Group Code)
- Home-schooled
- Performance Level
- Students (one, multiple, or all students may be selected)

Parent Report

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

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

1. Superintendent Letter
2. Overall content performance
3. Detailed claim data for English language arts (ELA) and mathematics, and discipline and content expectation data for science and social studies.
4. Definitions for Parents
5. Performance Level Descriptors
6. College Board and ACT WorkKeys

Superintendent Letter

The Superintendent Letter to parents describes the M-STEP test administration and provides a brief overview of the data contained in the report.

DUCK, DONALD D | Grade 11
UIC: 0000000000
District: 00000 Demo Public Schools
School: 00000 Sample High School

mme Michigan Merit Examination — 20XX | Parent Report

Dear Parent or Guardian:

This spring, your student took the Michigan Merit Examination (MME).

The MME is Michigan's statewide high school assessment that measures the academic content aligned to the state standards your student needs to know to be career- and college-ready upon graduation. Rigorous standards, improving academic achievement for all students, and preparing students for career and college success are the foundation to making Michigan a Top 10 education state in 10 years.

This year's MME consisted of three major components: the SAT with Essay college entrance exam, the ACT WorkKeys skills assessment, and the Michigan Student Test of Educational Progress (M-STEP) in social studies.

In addition, in 2015, the State Board of Education adopted new science standards. To measure these new standards, the Michigan Department of Education (MDE) is developing a new M-STEP science test. In 2018, students in grade 11 participated in the Science Field Test. Because this is a field test that is meant to verify that the questions are measuring what they are intended to, student proficiency is not calculated, and individual student level results are not reported.

This report will provide you an overview of your student's perf… ase remember that these assessments are only a snapshot of achievement. I encourage you to discuss these results with … er school professionals who have the benefit of knowing your student personally. Results of the MME can be used togethe… essments and classroom performance information to provide a more complete picture of student achievement. This creates … r schools and parents to collaborate and discuss strategies to make every student in Michigan career- and college-ready by … graduate

1

I also encourage you and your student to connect with a guidance counselor at the high school to discuss and consider goals and plans following graduation.

For additional information on the Michigan Merit Examination, please visit www.michigan.gov/mme. Under the Parent/Student Information section, you will find:

- Michigan's Education Assessment Systems: What It Is, What It Means, and What It Offers
- MME – How to Read Your Child's Score Report for Grade 11
- M-STEP/MME Parent Report Video outlining how to read this report
- Parent Guide to State Assessments in Michigan - National PTA

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

Sincerely,

Sheila A. Alles
Interim State Superintendent
Michigan Department of Education

MICHIGAN Department of Education

Overall Content Performance

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

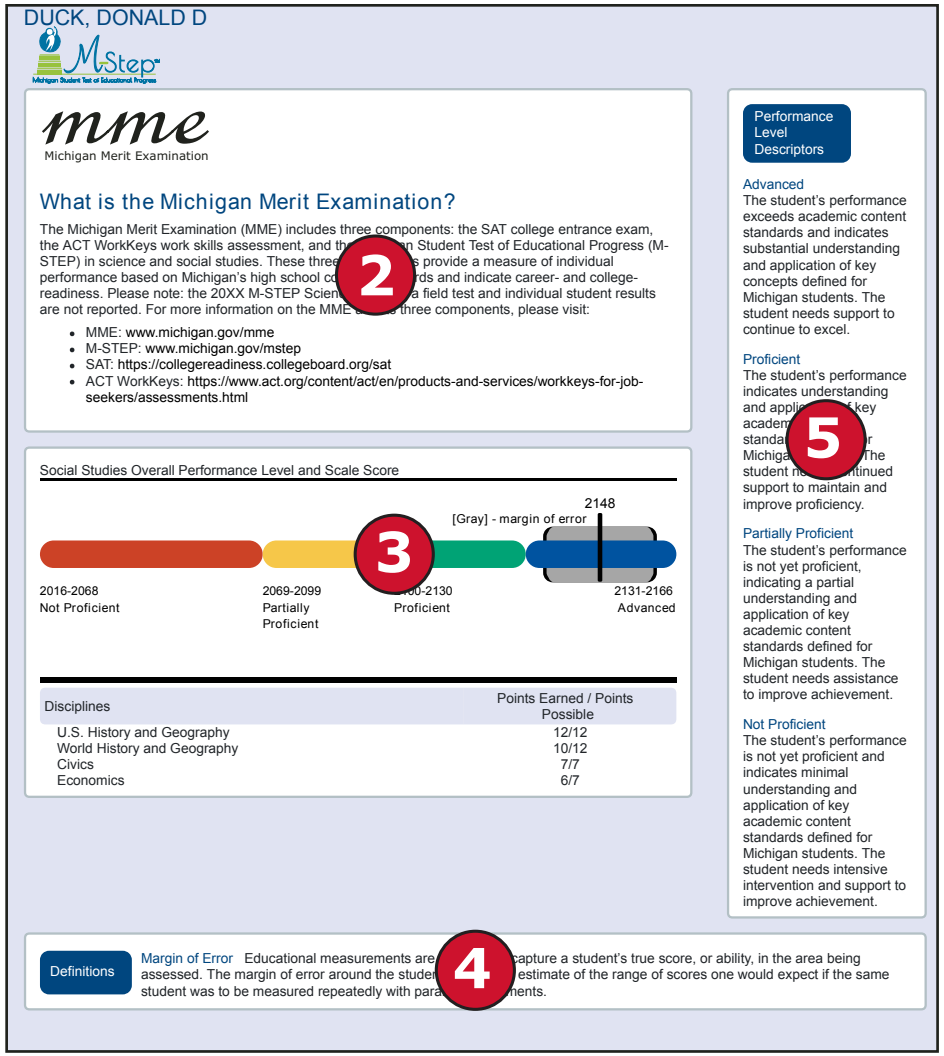
Social studies content standards are organized by disciplines. Raw scores, that is points earned out of total points possible, are reported for each discipline. Raw scores are not comparable across test forms.

Definitions

The following definitions are provided (right, at bottom):

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

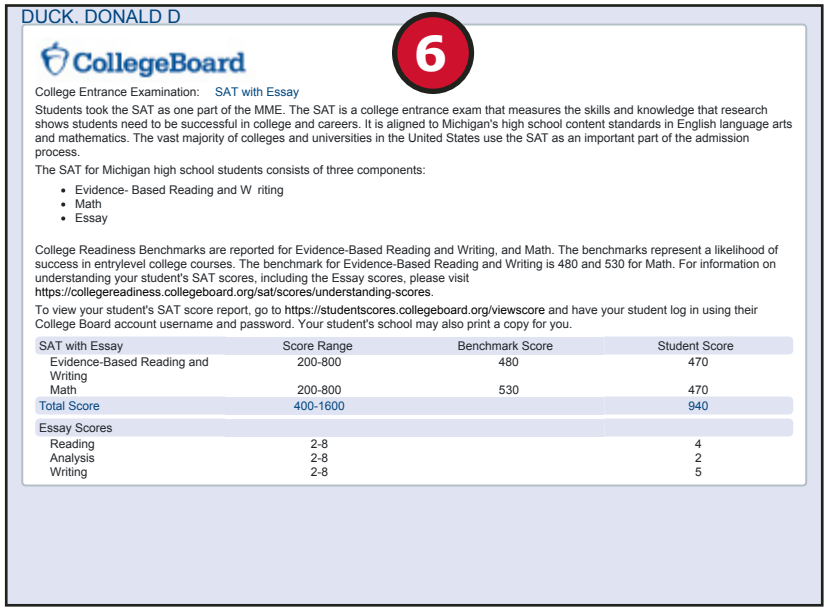
Margin of Error—Educational measurements are attempts to capture a student's true score, or ability, in the area being assessed. The margin of error around the student score is an estimate of the range or scores one would expect if the same student was to be measured repeatedly with parallel assessments.



College Board SAT and ACT WorkKeys

The SAT is a college admission exam that measures the skills and knowledge that research shows students need to be successful in college and careers, and reflects what students are learning in their classrooms every day. The SAT includes a Reading and Writing, Language and Math test, and essay. The vast majority of colleges and universities in the U.S. use the SAT as an important part of the admission process.

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



DUCK, DONALD D

6

College Entrance Examination: SAT with Essay

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

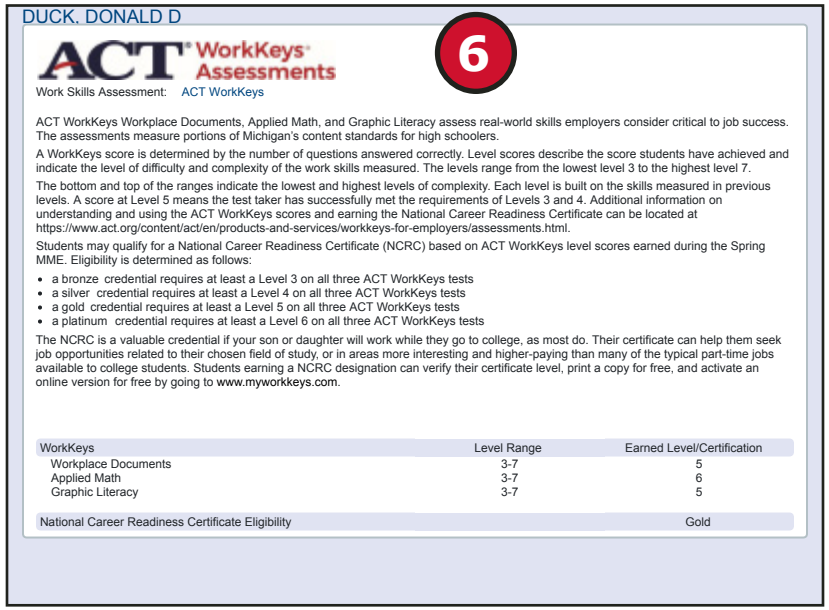
The SAT for Michigan high school students consists of three components:

- Evidence- Based Reading and W riting
- Math
- Essay

College Readiness Benchmarks are reported for Evidence-Based Reading and Writing, and Math. The benchmarks represent a likelihood of success in entrylevel college courses. The benchmark for Evidence-Based Reading and Writing is 480 and 530 for Math. For information on understanding your student's SAT scores, including the Essay scores, please visit https://collegereadiness.collegeboard.org/sat/scores/understanding-scores.

To view your student's SAT score report, go to https://studentscores.collegeboard.org/viewscore and have your student log in using their College Board account username and password. Your student's school may also print a copy for you.

SAT with Essay	Score Range	Benchmark Score	Student Score
Evidence-Based Reading and Writing	200-800	480	470
Math	200-800	530	470
Total Score	400-1600		940
Essay Scores			
Reading	2-8		4
Analysis	2-8		2
Writing	2-8		5



DUCK, DONALD D

6

Work Skills Assessment: ACT WorkKeys

ACT WorkKeys Workplace Documents, Applied Math, and Graphic Literacy assess real-world skills employers consider critical to job success. The assessments measure portions of Michigan's content standards for high schoolers.

A WorkKeys score is determined by the number of questions answered correctly. Level scores describe the score students have achieved and indicate the level of difficulty and complexity of the work skills measured. The levels range from the lowest level 3 to the highest level 7.

The bottom and top of the ranges indicate the lowest and highest levels of complexity. Each level is built on the skills measured in previous levels. A score at Level 5 means the test taker has successfully met the requirements of Levels 3 and 4. Additional information on understanding and using the ACT WorkKeys scores and earning the National Career Readiness Certificate can be located at https://www.act.org/content/act/en/products-and-services/workkeys-for-employers/assessments.html.

Students may qualify for a National Career Readiness Certificate (NCRC) based on ACT WorkKeys level scores earned during the Spring MME. Eligibility is determined as follows:

- a bronze credential requires at least a Level 3 on all three ACT WorkKeys tests
- a silver credential requires at least a Level 4 on all three ACT WorkKeys tests
- a gold credential requires at least a Level 5 on all three ACT WorkKeys tests
- a platinum credential requires at least a Level 6 on all three ACT WorkKeys tests

The NCRC is a valuable credential if your son or daughter will work while they go to college, as most do. Their certificate can help them seek job opportunities related to their chosen field of study, or in areas more interesting and higher-paying than many of the typical part-time jobs available to college students. Students earning a NCRC designation can verify their certificate level, print a copy for free, and activate an online version for free by going to www.myworkkeys.com.

WorkKeys	Level Range	Earned Level/Certification
Workplace Documents	3-7	5
Applied Math	3-7	6
Graphic Literacy	3-7	5
National Career Readiness Certificate Eligibility		Gold

Student Roster

Student Roster allows users to view student scale scores and performance levels by content area and grade.

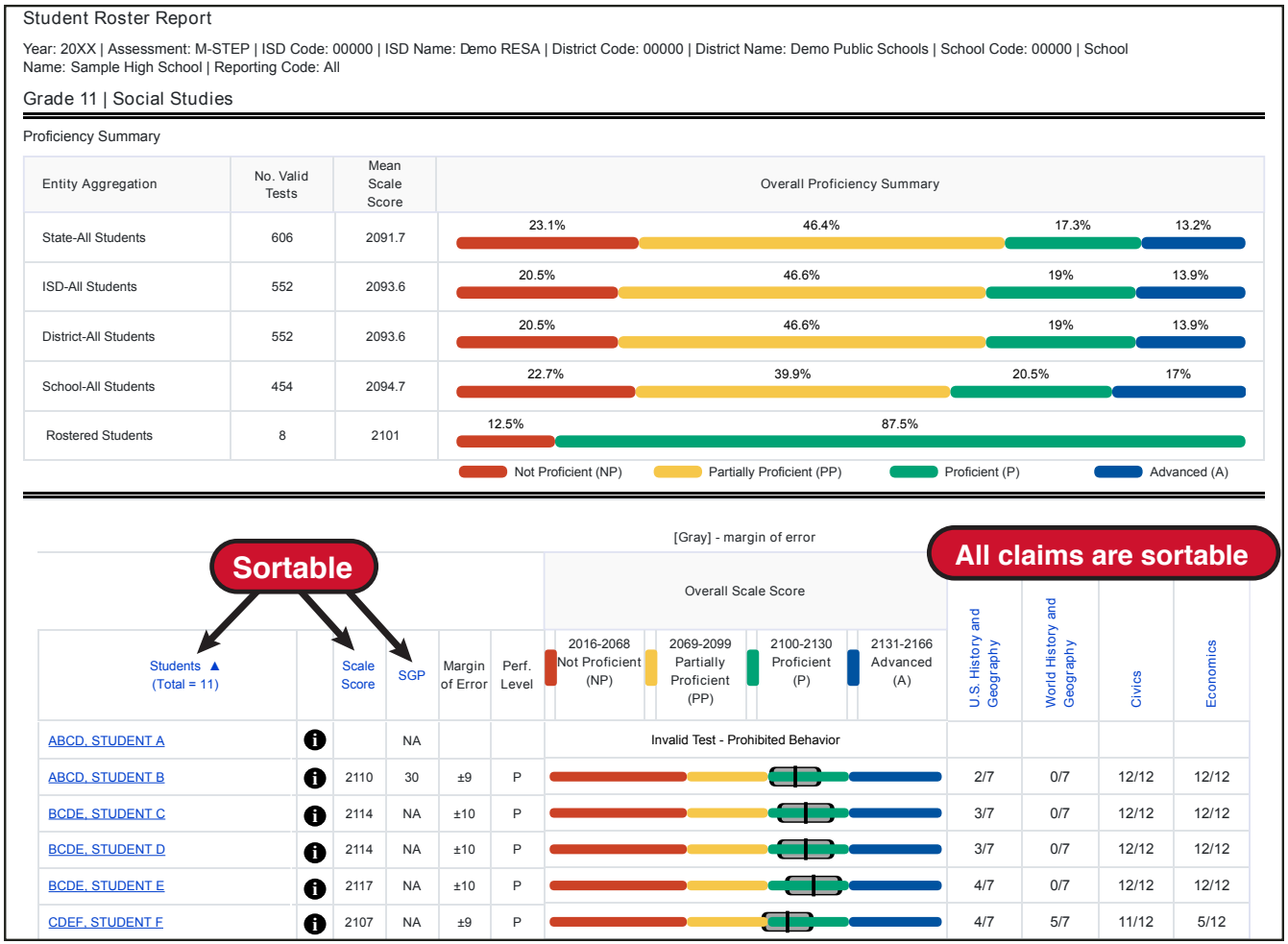
The population of students to be displayed may be selected by the user. If the school has chosen to assign reporting codes (formerly known as Class/Group Codes) to students, then students may be filtered on the available reporting codes. In addition, users may select from the following student populations:

All Students—this is the default

Students with Disabilities—students who are marked Special Education in the Michigan Student Data System (MSDS) at the time of testing

All Except Students with Disabilities—students who are not marked Special Education in MSDS at the time of testing

Reporting Codes—schools that identified reporting codes for groups of students can filter according to assigned reporting codes.



Student Roster Report

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

Grade 11 | Social Studies

Proficiency Summary

Entity Aggregation	No. Valid Tests	Mean Scale Score	Overall Proficiency Summary
State-All Students	606	2091.7	23.1% / 46.4% / 17.3% / 13.2%
ISD-All Students	552	2093.6	20.5% / 46.6% / 19% / 13.9%
District-All Students	552	2093.6	20.5% / 46.6% / 19% / 13.9%
School-All Students	454	2094.7	22.7% / 39.9% / 20.5% / 17%
Rostered Students	8	2101	12.5% / 87.5%

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

Sortable

[Gray] - margin of error

All claims are sortable

Students ▲ (Total = 11)		Scale Score	SGP	Margin of Error	Perf. Level	Overall Scale Score: 2016-2068 Not Proficient (NP) / 2069-2099 Partially Proficient (PP) / 2100-2130 Proficient (P) / 2131-2166 Advanced (A)	U.S. History and Geography	World History and Geography	Civics	Economics
ABCD, STUDENT A			NA			Invalid Test - Prohibited Behavior				
ABCD, STUDENT B		2110	30	±9	P		2/7	0/7	12/12	12/12
BCDE, STUDENT C		2114	NA	±10	P		3/7	0/7	12/12	12/12
BCDE, STUDENT D		2114	NA	±10	P		3/7	0/7	12/12	12/12
BCDE, STUDENT E		2117	NA	±10	P		4/7	0/7	12/12	12/12
CDEF, STUDENT F		2107	NA	±9	P		4/7	5/7	11/12	5/12

The report is divided into four main sections:

1. An alphabetical listing of the selected students
2. Overall content performance in a table format
3. Overall content performance in a graphical format
4. Discipline for science and social studies data

Selected Students:

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

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

Overall Content Performance (Table Format)

For each selected student the following is displayed:

1. Scale Score – The scale score is sortable. Sorting by scale score will result in a list of the selected students in order of scale score (ascending or descending—selecting "Scale Score" once sorts in ascending order, selecting twice sorts in descending order).
2. Margin of Error
3. Performance Level where:
   a. A = Advanced
   b. P = Proficient
   c. PP = Partially Proficient
   d. NP = Not Proficient

Overall Content Performance (Graphical Format)

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

Discipline Points Possible/Points Earned

For social studies, points possible/points earned raw score data is displayed. Each discipline is sortable.

Student Overview

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

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

1. Scale Score
2. Margin of Error
3. Performance Level

SMITH, JONATHAN J | Grade 11 | M-STEP

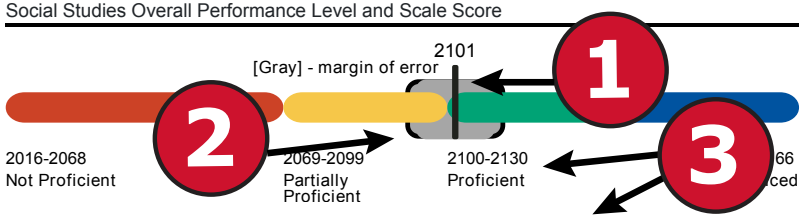
UIC: 0000000000

20XX Student Overview Report

mme Michigan Merit Examination

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

Social Studies Overall Performance Level and Scale Score



Subject	Scale Score	Margin of Error	Performance Level	Student Growth Percentile
Social Studies	2101	±9	Proficient	26

Disciplines	Points Earned / Points Possible
U: U.S. History and Geography	11/12
W: World History and Geography	12/12
C: Civics	0/7
E: Economics	0/7

College Entrance Examination

SAT with Essay	Score Range	Benchmark Score	Student Score
Evidence-Based Reading & Writing	200-800	480	550
Math	200-800	530	460
Total Score	400-1600		1010
Essay Scores			
Reading	2-8		6
Analysis	2-8		4
Writing	2-8		6

Work Skills Assessment

WorkKeys	Level Range	Earned Level / Certification
Workplace Documents	3-7	4
Applied Math	3-7	3
Graphic Literacy	3-7	4
National Career Readiness Certificate Eligibility		Bronze

Aggregate Data Reports

Expectation Analysis

Expectation Analysis provides the percentage of points earned by grade and content area expectations in Social Studies and the number of students scoring in each of four quartiles. The report is intended to provide an overview of performance by content expectation.

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

All Students—this is the default

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

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

Reporting Codes—schools that identified reporting codes for groups of students can filter according to assigned reporting codes.

The report displays the Number of Students Assessed in the expectation (not all students were assessed on every expectation), the average percentage of points earned, and the number of students scoring in one of four bands or quartiles: 0-25%, 26-50%, 51-75%, and 76-100% points earned out of points possible. Individual students may have a different number of points possible associated with an expectation depending on the test form they received.

District Expectation Analysis Report

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

Grade 11 | Social Studies | All Students

Discipline U Expectations	U.S. History and Geography	No. of Students Assessed per Expectation	Average % Points Earned	Number of Students With: 0-25% Points Earned	26-50% Points Earned	51-75% Points Earned	76-100% Points Earned
U6.1.01	Analyze factors: United States major industrial power	511	72.4	141	0	0	370
U6.1.03	Analyze the changing urban and rural landscape	511	68.7	160	0	0	351
U6.2.02	Explain causes: WWI; America's role in the war	552	71.7	156	0	0	396
U6.2.03	Analyze impact WWI: US government/economy/civil liberties	511	66.1	173	0	0	338
U6.2.04	Explain Wilson's Fourteen Points/geopolitical tension	41	41.5	24	0	0	17
U7.1.02	Evaluate causes/consequences of Great Depression	552	59.4	224	0	0	328
U7.2.01	Analyze factors contributing to World War II	552	63.9	199	0	0	353
U7.2.02	Evaluate US role in fighting WWII	317	8.8	289	0	0	28
U7.2.03	Analyze changes in American life: US in WWII	276	68.5	87	0	0	189
U7.2.04	Investigate development: Hitler's "final solution"	41	0.0	41	0	0	0

Demographic Report

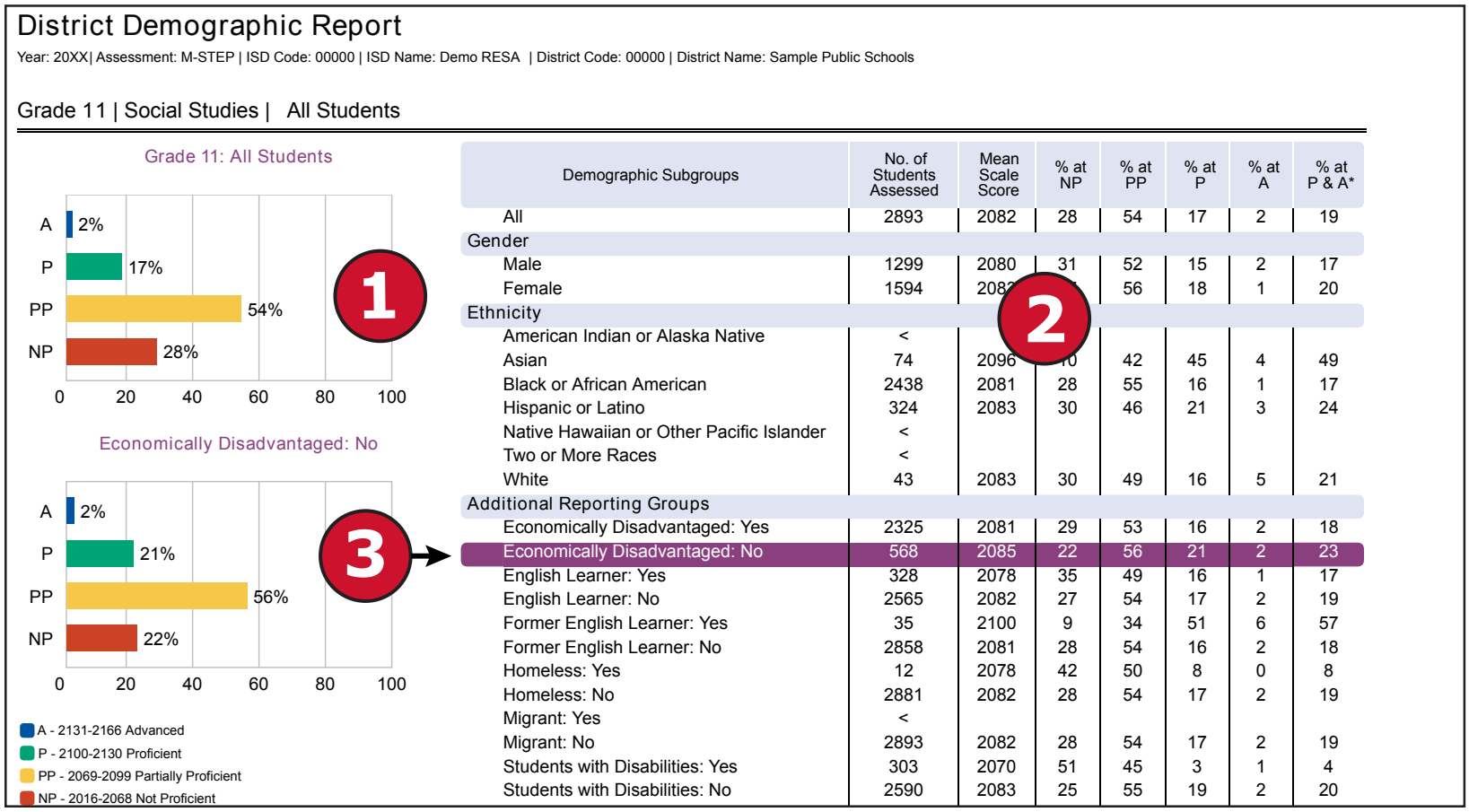
Demographic Report provides a comparison of students by grade and content, aggregated across selected demographic groups, showing the percentages proficient at each level (Advanced, Proficient, Partially Proficient, and Not Proficient). The Demographic Report is available at the School, District, ISD,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

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

All Students—this is the default

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

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



District Demographic Report

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

Grade 11 | Social Studies | All Students

Demographic Subgroups	No. of Students Assessed	Mean Scale Score	% at NP	% at PP	% at P	% at A	% at P & A*
All	2893	2082	28	54	17	2	19
Gender							
Male	1299	2080	31	52	15	2	17
Female	1594	2083	25	56	18	1	20
Ethnicity							
American Indian or Alaska Native	<						
Asian	74	2096	10	42	45	4	49
Black or African American	2438	2081	28	55	16	1	17
Hispanic or Latino	324	2083	30	46	21	3	24
Native Hawaiian or Other Pacific Islander	<						
Two or More Races	<						
White	43	2083	30	49	16	5	21
Additional Reporting Groups							
Economically Disadvantaged: Yes	2325	2081	29	53	16	2	18
Economically Disadvantaged: No	568	2085	22	56	21	2	23
English Learner: Yes	328	2078	35	49	16	1	17
English Learner: No	2565	2082	27	54	17	2	19
Former English Learner: Yes	35	2100	9	34	51	6	57
Former English Learner: No	2858	2081	28	54	16	2	18
Homeless: Yes	12	2078	42	50	8	0	8
Homeless: No	2881	2082	28	54	17	2	19
Migrant: Yes	<						
Migrant: No	2893	2082	28	54	17	2	19
Students with Disabilities: Yes	303	2070	51	45	3	1	4
Students with Disabilities: No	2590	2083	25	55	19	2	20

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

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

Overall Performance Level Percentages Graphic

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

Demographic Subgroup Performance Level Data Table

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

- Gender
  - Male
  - Female
- Ethnicity
  - American Indian or Alaska Native
  - Asian
  - Black or African American
  - Hispanic or Latino
  - Native Hawaiian or Other Pacific Islander
  - Two or More Races
  - White
- Additional Reporting Groups
  - Economically Disadvantaged: Yes
  - Economically Disadvantaged: No
  - English Learners (ELs) : Yes
  - ELs: No
  - Formerly Limited English Proficiency (LEP)
  - Migrant
  - Homeless
- Students with Disabilities
  - Standard Accommodation—all students
  - Nonstandard Accommodation—all students
  - Standard Accommodation—EL only
  - Nonstandard Accommodation—EL only

Demographic Subgroup Performance Level Percentages Graphic

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

Comprehensive Report

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

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

All Students—this is the default

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

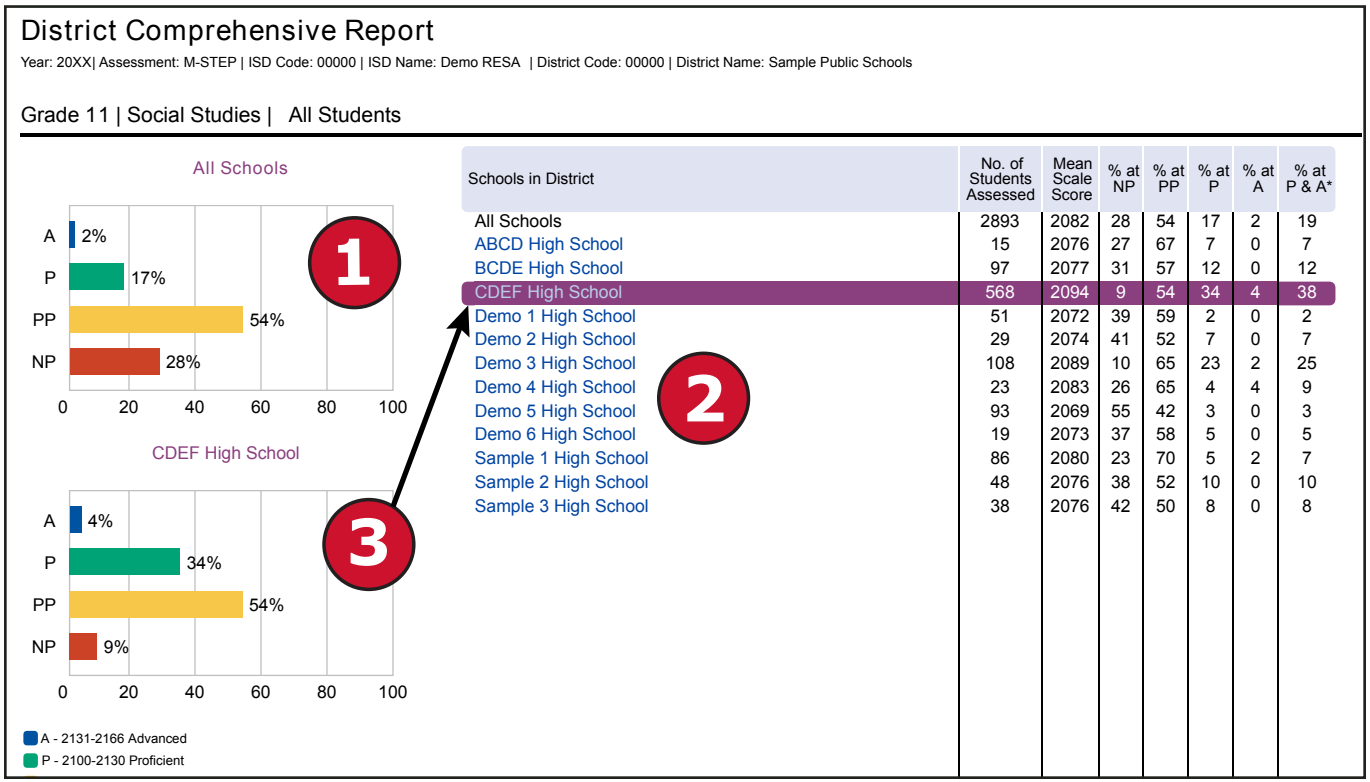
Students with Disabilities—students who are marked Special Education in MSDS at the time of testing

Reporting Codes—schools that identified reporting codes for groups of students can filter according to assigned reporting codes.

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

The report is divided into three main sections:

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



Schools in District	No. of Students Assessed	Mean Scale Score	% at NP	% at PP	% at P	% at A	% at P & A*
All Schools	2893	2082	28	54	17	2	19
ABCD High School	15	2076	27	67	7	0	7
BCDE High School	97	2077	31	57	12	0	12
CDEF High School	568	2094	9	54	34	4	38
Demo 1 High School	51	2072	39	59	2	0	2
Demo 2 High School	29	2074	41	52	7	0	7
Demo 3 High School	108	2089	10	65	23	2	25
Demo 4 High School	23	2083	26	65	4	4	9
Demo 5 High School	93	2069	55	42	3	0	3
Demo 6 High School	19	2073	37	58	5	0	5
Sample 1 High School	86	2080	23	70	5	2	7
Sample 2 High School	48	2076	38	52	10	0	10
Sample 3 High School	38	2076	42	50	8	0	8

Overall Performance Level Percentages Graphic

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

Entity Performance Level Data Table

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

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

Entity Performance Level Percentages Graphic

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

CSV Files from Dynamic Score Reporting Site

Comma Delimited Files (CSV) are available from the Dynamic Score Reporting Site for selected social studies reports, including the following:

- M-STEP Comprehensive Report
- M-STEP Demographic Report
- M-STEP Expectation Analysis Report

These files contain student performance data used in the selected report. The data includes school information, student population, demographic group, and student performance data. The CSV Files are provided for schools to use as a data resource for school or district level data reviews. Schools or districts can use the CSV files to evaluate data in ways that support school improvement goals or other data-based-decision making purposes.

M-STEP Student Data File Format

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

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

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

Section 6: Additional Resources

Additional Sources of Assessment Results

OEAA Secure Site Data files

Data files are available for download from the OEAA Secure Site Student Test Scores window for authorized school and district users. The OEAA Secure Site (www.michigan.gov/oeaa-secure) can be accessed by authorized users only. The Secure Site Test Scores web page includes a file format document for each downloadable file.

The following files are available:

- Student Data Files—contain detailed individual student data that include school information, student demographic, test administration (M-STEP only), and student performance data. Student Data Files are provided for the following assessments:
  - M-STEP for social studies
  - SAT with Essay
  - ACT WorkKeys
- Aggregate Data Files—include aggregated school, district, or ISD assessment results
  - M-STEP for social studies
  - SAT with Essay

The downloadable files are 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.

MI School Data

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

SAT Information:

- College Board website (www.collegeboard.org)

  The following resouces are located on the College Board website:
  - Understanding SAT Scores
  - Benchmarks: K-12 Educator Brief – The College and Career Readiness Benchmarks for the SAT Suite of Assessments
- MME web page (www.michigan.gov/mme)

WorkKeys Information:

- ACT website (www.Act.org)

  The following resouces are located on the ACT website:

  - Understanding Scores web page
  - How the ACT WORKKEYS ASSESSMENTS can work for you
  - ACT WorkKeys for Educators and Administrators
  - ACT WorkKeys Michigan web page
  - ACT WorkKeys Assessments
- MME web page (www.michigan.gov/mme)

General Resources

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

- M-STEP web page
- College Board - Michigan website
- ACT Testing - Michigan website

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

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

Section 7: Contact Information

School administrators, teachers, and counselors should become familiar with the report layouts and information contained in this document. If you have questions after reviewing this Guide to Reports, or need additional information about MME administration procedures, content, scheduling, appropriate assessment of or accommodations for students with disabilities or English Learners (ELs), please contact the Michigan Department of Education Office of Educational Assessment and Accountability, using the contact information listed below:

Office of Educational Assessment and Accountability

Andrew Middlestead, Director, OEAA

Katherine Cermak, Manager, Test Administration and Reporting

Pietro Semifero, Manager, Online Assessment

Linda Howley, Manager, Test Development

Julie Murphy, Interim ELA Consultant

Kyle Ward, Mathematics Consultant

Scott Koenig, Social Studies Consultant

Tamara Smolek, Science Consultant

John Jaquith, Assessment Consultant for Students with Disabilities

Jennifer Paul, Assessment Consultant for English Learners

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

Diby Kouadio, **Ph.D.**, Education Research Consultant

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

Fax: 517-335-1186

Website: www.michigan.gov/mme

E-mail: OEAA@michigan.gov

mme
Michigan Merit Examination

Appendix: Accessing SAT and ACT WorkKeys Score Reports

SAT with Essay:

For students:

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

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

a. Select **My SAT**.

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

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

You will need to provide the registration number to students. These can be found in the Roster Report of the K–12 Reporting Portal.

d. Select April 2017 for the **Date You Took the Test**.

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

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

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

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

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

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

For educators:

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

Accessing the College Board Reporting Portal

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

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

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

To access the reporting portal:

a. Log in to your College Board professional account.

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

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

a. Log in to your College Board professional account.

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

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

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

ACT WorkKeys

The following reports are mailed to schools in July:

For students:

- **Individual Summary Score Report** - An examinee-level report containing the examinee's reportable scores (Level and Scale scores) and explanations of what the scores mean. The test coordinators will receive one paper report per examinee to be given to the examinee.
- **National Career Readiness Certificates** (NCRCs) - for examinees earning a certificate, printed certificates are provided for distribution to students.

For educators:

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

Student Access to MyWorkKeys.com

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

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

The SASID will need to be provided by the school.

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