



Michigan Student Test of Educational Progress

Spring 2018

# Interpretive Guide to M-STEP Reports

Updated October 10, 2018



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## Section 1: Introduction

### What's in this Guide?

This guide is intended to help educators understand and use the results from the Spring 2018 Michigan Student Test of Educational Progress (M-STEP). Reports available for the M-STEP include student level and aggregate level data reports.

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

Aggregate level reports provide performance data based on groups of students—grouped by grade, school, district, Intermediate School District (ISD), and state. The aggregate level reports are the Comprehensive Report, Demographic Report, and Expectation Analysis Report. The Target Analysis Report provides aggregate level, assessment target data for English language arts (ELA) and mathematics. For 2018, the Science Field Test District Summary Report is an aggregated report available only at the district, ISD, and state levels. Science results are not available on any other report because the 2018 M-STEP Science Field Test is a field test.

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

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

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

### Invalid Tests

Students who attempted an M-STEP content area test in Spring 2018, 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. Invalid tests impact school accountability reporting by lowering participation rates and counting as not proficient and/or not having met adequate growth when school or subgroup participation rates for a content area assessment are less than 95%. Students who do not receive a valid score are not included on aggregated reports. Tests may be flagged as invalid for the following reasons:

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



## Report Descriptions

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

[Continued on next page](#)





Report	Description	Aggregation	Distribution
Target Analysis Report	For groups of students, identifies assessment targets that are relative strengths or weaknesses as compared to overall performance on an ELA or mathematics assessment.	<ul style="list-style-type: none"> <li>• School</li> <li>• District</li> <li>• ISD</li> <li>• State</li> </ul>	<ul style="list-style-type: none"> <li>• Online</li> </ul>
Science Field Test District Summary Report	Provides average percentages of points earned by overall content area and per domain by district and state. This is the only report that contains science field test data.	<ul style="list-style-type: none"> <li>• District</li> </ul>	<ul style="list-style-type: none"> <li>• Online</li> </ul>

## Section 2: Scoring

### Scoring by Item Type

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

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

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

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

In Spring 2018, the ELA and Math tests included operational Constructed Response (CR) items. In ELA, all grades 3-8 were assessed in Claim 2 (writing) using a Passage-Based Writing Response. Students were presented with either a literary or informational reading passage. Based on this passage, students received a writing prompt that requires students respond to the prompt using supporting evidence from the passage. The maximum points for Passage-Based Writing Response

items ranged from one (1) to four (4) points. In mathematics, the maximum points for CR items ranged from one (1) to three (3) points.

CR items requiring typed or written answers and Passage-Based Writing Response 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.

Automated Scoring (AI) is also used for a portion of MDE-selected items in both ELA and mathematics. The first year an item is AI scored, it receives a 20 percent read-behind—meaning a human scorer also reads and scores the item—and the correlation between these two scores is examined to ensure accuracy of AI scoring. In subsequent years, AI scored items receive a 10 percent read-behind. 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.

In some cases, student responses to Passage-Based Writing Responses may not be scorable. If this occurs, the written response is reviewed by both a scorer and scoring supervisor. If the response is determined not to 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	<b>Insufficient</b> The response is too brief to make a determination regarding whether it is on purpose or topic. For example: <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	<b>Non-Scorable for Language</b> The response is written in a language other than English.
T	<b>Off Topic</b> The response is unrelated to the task or the sources or shows no evidence that the student has read the task or the sources.
M	<b>Off Purpose</b> The student has clearly not written to the purpose designated in the task. <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 a multiple-choice items, but the item can have more than four options, and any number of the options can be correct or incorrect

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

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

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

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

**Hot Text Highlight (Line and Paragraph)**—text is selectable, and once selected, will highlight for the students; for Line, the students can select one or more lines of text to answer the question; Hot text paragraph involves answers

embedded within a paragraph(s); students select word(s), phrase(s), sentence(s), and/or paragraph(s) according to the instructions in the stem or question

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

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

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

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

## **How Scores are Reported**

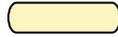
### ***Scale Scores***

Students receive an overall scale score in English language arts, mathematics, and social studies for each valid test. (The M-STEP science assessment was a statewide field test in 2018, therefore although student responses may be considered valid, there is not a scale score in science.) Scale scores are the basic unit of reporting. A scaled score is calculated from a total number of obtained score points,

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

### ***Assessment Claims***

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

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

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

<sup>1</sup> The [Connecticut Smarter Balanced Assessments Interpretive Guide](https://www.michigan.gov/mstep)





### **Claim Performance Indicator Clarification**

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

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

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

Claim performance indicators are reported in 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 proficiency level. With fewer items in each claim, claims cannot be reported with the same level of specificity as a performance level. Claim performance indicator graphs are included in the reports to provide a visual representation of student performance relative to the range of possible performance within each claim. Claim performance indicators differ by claim within content area and are not comparable across content areas or grades.

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

### **Student Growth Percentiles**

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

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

SGPs 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, SGPs can help educators understand how students’ achievement scores compare to their peers in the state who had comparable prior test scores. SGPs will be added to reports after the initial release of reports, due to the additional time required to calculate them. Visit the MDE Accountability website for more information on [Student Growth Percentiles](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](http://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. The State Superintendent 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.

In 2018, the English language arts and mathematics assessments were shortened to meet the legislative requirement that average total testing time not exceed three hours. A Standards Validation process was undertaken in 2018 to ensure the prior years' cut scores continued to be valid. This process involved Michigan educators and stakeholders in a detailed review of what students need to know and be able to do based on Michigan's Academic Standards. Based on the recommendations of committee members in this process, the prior years' cut scores were validated and determined to be valid for continued use.





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

### Performance Level (PL) Descriptors

**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 continued 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.

		<b>2018 M-STEP Performance Level Scale Score Ranges</b>			
Subject	Grade	Level 1 Not Proficient	Level 2 Partially Proficient	Level 3 Proficient	Level 4 Advanced
ELA	3	1203-1279	1280-1299	1300-1316	1317-1357
	4	1301-1382	1383-1399	1400-1416	1417-1454
	5	1409-1480	1481-1499	1500-1523	1524-1560
	6	1508-1577	1578-1599	1600-1623	1624-1655
	7	1618-1678	1679-1699	1700-1725	1726-1753
	8	1721-1776	1777-1799	1800-1827	1828-1857



## 2018 M-STEP Performance Level Scale Score Ranges

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

**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.





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

### Appropriate Uses and Limitations of Summative Assessment Data

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

#### Individual Level Data

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

**Limitations:** The M-STEP is a summative assessment administered at the end of the student’s instructional program. These 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, ISD, and state
- Overall mean scale scores for identified demographic groups by school, district, ISD, and state
  - This information can be used to compare the results of your school or district to the results in your ISD or state. You can also compare the results of a demographic group within your school or district to the overall performance of students in your school or district. Demographic group performance can also be compared for an ISD or the state.
- Social studies percentages of points earned by expectation aggregated at the school, district, ISD, and state levels
- English language arts and mathematics relative strength/weakness information by assessment target aggregated at the school, district, ISD, and state levels
  - Expectation (for social studies) and assessment target (for English language arts and mathematics) subscores provide information about aggregate group performance on portions of the test. You can use differences, in conjunction with other formative and benchmark assessment data, in mean subscores to investigate the curriculum and instruction at the school, district, or ISD level.
  - Assessment target relative performance as compared to performance on the test as a whole is provided at the school, district, ISD, 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.

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

Claim and expectation subscore data may represent small numbers of items. Assessment targets are reported only when there are more than three items assessed, and when there are at least 15 students

and 25 unique responses on the items for the assessment target. When these parameters are met, and the difference between the aggregate group's mean score on the test overall is above the desired statistical threshold, the target is reported as "relative strength" Similarly, when the differences is less than the desired statistical threshold, the target is reported as "relative weakness." Otherwise the target is reported as "neither strength nor weakness."

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

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



## Section 5: The Dynamic Score Reporting System

M-STEP reports are available to school and district users through the Dynamic Score Reporting Site which is accessible through the 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

**Secure Site**  
Michigan Department of Education

Home | Security | Assessment Registration | Student Assessments | Reports | Accountability | Review Reports

**Secure Site**  
Check the Home page often for updated information and announcements

[Page Instructions](#)

Search Filter

\* Indicates required field

Due Date  

Test Period

Test Cycle

**Filter** **Reset**

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:**

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

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

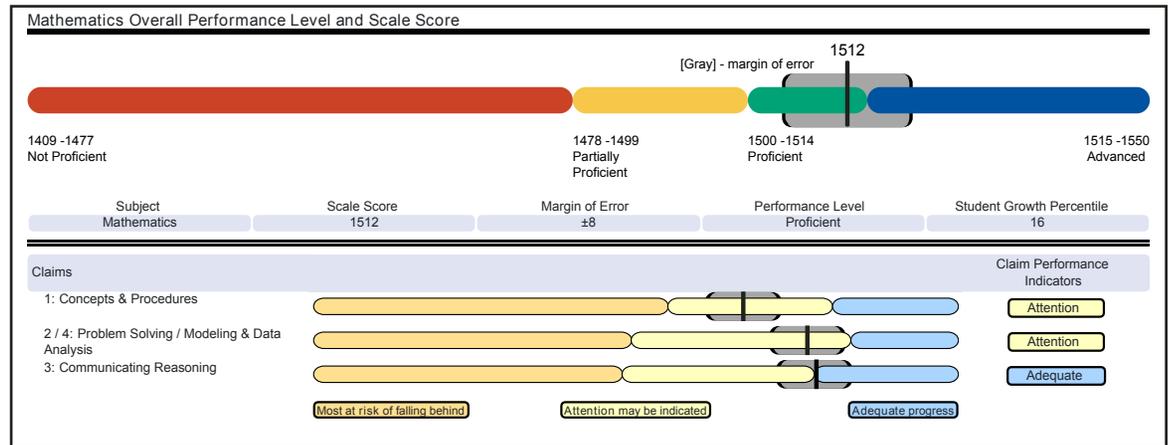
**Student:** Go to Student ▾

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

**Actions:** Choose an Action ▾

Options in the **Choose an Action** 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
  - Dynamic Score Reporting User Guide –user guide that describes how to access and navigate the Dynamic Score Reporting Site
  - Guide to Reports –the M-STEP Guide to Reports
4. **Report Body:** Contains the selected report with the results of the filtered input.





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

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

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

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

## What's New!

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

**Proficiency Summary Bars on the Student Roster Report:** Overall proficiency summary data for state, ISD, district, school, and rostered students is displayed in graphic format on the Student Roster Report.

## Section 6: Reports

### Student Level Data Reports

#### Student Record Labels

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

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

00000 ABC SCHOOL DISTRICT  
00000 ABC ELEMENTARY-MIDDLE SCHOOL

**DOE, JOHN A**

UIC#: 0000000000, STU# 000000

DOB: 00/00/0000

Gender: M

Grade: 5

Spring 20XX

Content	SS	Performance Level
ELA	1516	3-Proficient
Mathematics	1550	4-Advanced
Science	N/A	N/A
Social Studies	1493	2-Partially Proficient



## Individual Student Data Reports

### 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:

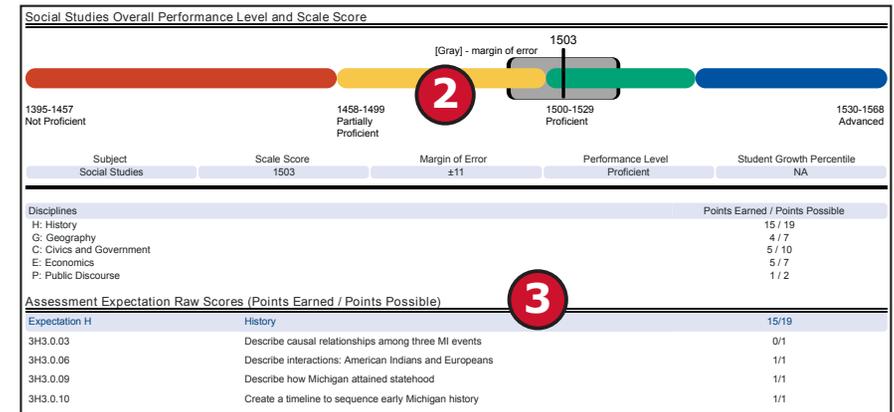
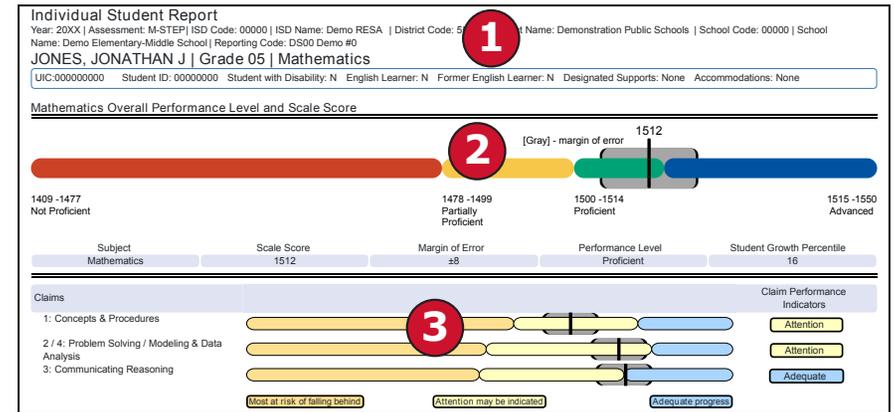
- 1** Student demographic information
- 2** Overall content performance
- 3** Detailed claim data for English language arts (ELA) and mathematics, and discipline and content expectation data for social studies.

### Student Demographic Information

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

### Overall Content Performance

Overall content area scale scores, including margin of error and the associated performance level, are provided as a graphic and as a table. Ranges for each performance level are also shown on the graphic. Student Growth Percentile in grades 4-8 ELA and mathematics, and grades 8 and 11 social studies will be populated on the reports later in the fall.



### Claims and Disciplines

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

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

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

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

## Report Features

### Filters

Users may choose from several filters before generating a report:

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

- English Learner
- Former English Learner
- Homeless
- Migrant
- Students with Disabilities

- Homeschooled
- Students-All

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

### Actions

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

- About this Report
- PDF Download – To view a PDF of the Individual Student Report, select “PDF Download”. This will open a PDF document of the reports, according to your selections in the filter area. You can print individual or small groups of reports from this option.
- Zip (Bulk PDF) Download – To print an entire large group of reports, select “Zip (Bulk PDF) Download”. This selection will open a zip file that will allow you to download all reports and print all reports for large groups of students.
- Dynamic Score Reporting User Guide –user guide that describes how to access and navigate the Dynamic Score Reporting Site
- Guide to Reports –the M-STEP Guide to Reports



## 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 providing additional copies to parents or guardians.

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

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

### Superintendent Letter

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

### Claim and Discipline/Content Expectation Data

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

SMITH, JOHN J | Grade 5  
District: 55555 Sample Public Schools  
School: 00000 Sample Elementary-Middle School

20XX | Parent Report | Michigan Student Test of Educational Progress

UIC: 000000000

Dear Parent or Guardian:  
This spring, your student took the Michigan Student Test of Educational Progress (M-STEP).  
M-STEP assessments measure what students know and are able to do in relation to Michigan's content standards established for each grade and subject. All students in grades 3-8 were assessed in mathematics and English language arts. In addition, students in grades 5 and 8 were assessed in social studies.  
In 2015, the State Board of Education adopted new science standards. To measure these new standards, the Michigan Department of Education (MDE) is developing a new M-STEP science test. In 2018, students in grades 5 and 8 participated in the Science Field Test. A field test is meant to verify that the questions on the test measure what they are intended to. Student proficiency is not calculated and individual student results are not reported.  
This report provides an overview of your student's performance on the M-STEP. Please remember that these assessments are only a snapshot of achievement. I encourage you to discuss these results with teachers and other school professionals who have the benefit of knowing your student personally. Results of the M-STEP can be used together with other assessment and classroom performance information to provide a more complete picture of student achievement. This creates opportunities for schools and parents to collaborate and discuss strategies to make every student in Michigan career- and college-ready by the time they graduate.  
For additional information on the M-STEP and Michigan content standards, please visit [www.michigan.gov/mstep](http://www.michigan.gov/mstep). Under the Parent/Student Information section, you will find:

- Michigan's Education Assessment System: What It Is, What It Means, and What It Offers
- How to Read Your Child's Score Report for Grades 3-8
- M-STEP Parent Report Video 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
- 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



English Language Arts Overall Performance Level and Scale Score

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

1484 [Gray] - margin of error

Reading: At Risk  
Writing: Attention  
Listening: Attention  
Research: Attention

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

**Definitions**  
**Claims** Claims are used as a means to organize assessment targets. Claims apply to English language arts (ELA) and mathematics. Within the claims, assessment targets are used to organize the standards. A claim score reflects a student's performance on test items within that claim.  
**Claim Performance Indicator and 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. The yellow portion of the graph indicates attention may be indicated to continue meeting the claim. The blue portion of the graph indicates the student is making adequate progress on a claim.  
**Disciplines** Disciplines are used to organize content standards and expectations. Disciplines apply to social studies. A discipline score reflects a student's performance on the test items within the discipline.  
**Margin of Error** Educational measurements are attempts to capture a student's true score, or ability, in the area being assessed. The margin of error around the student score is an estimate of the range of scores one would expect if the same student was to be measured repeatedly with parallel assessments.

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

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

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

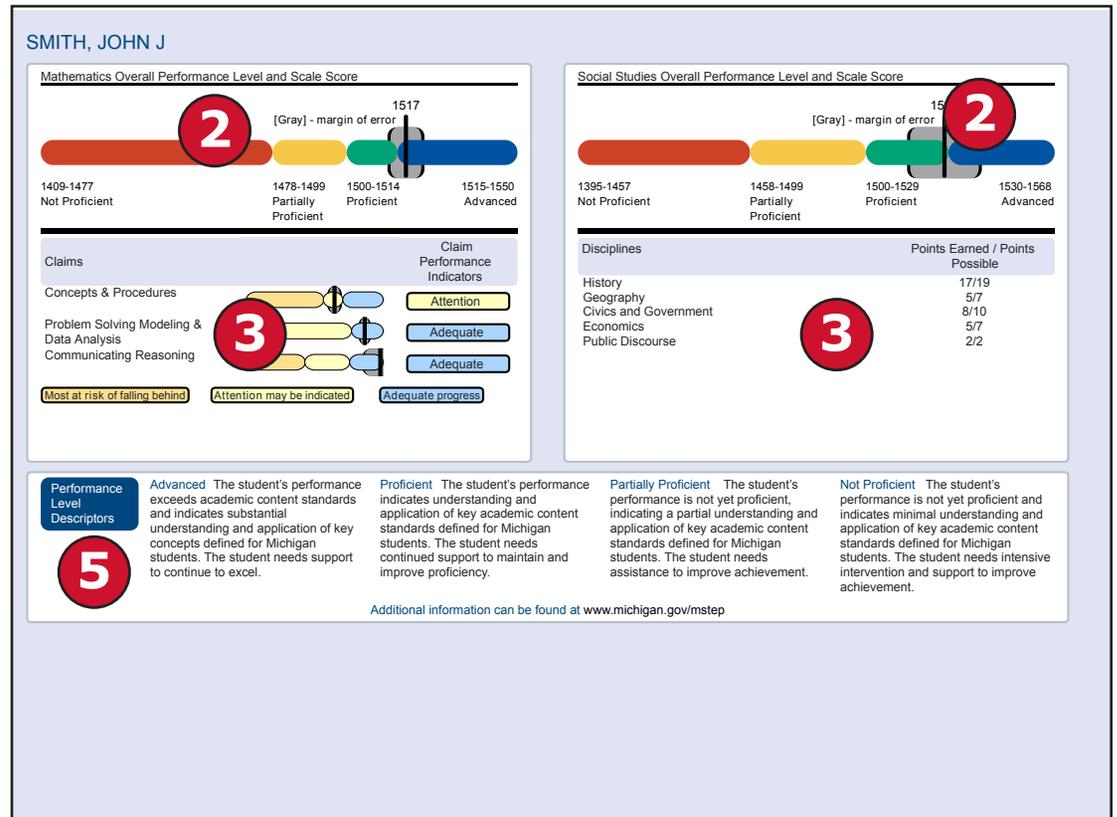
## Definitions

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

**Claim Performance Indicators**—Claim performance 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.

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

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



## Report Features

### Filters

Users may choose from several filters before generating a report:

- Grade
- Homeschooled
- Students

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



## Actions

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

- About this Report
- PDF Download – To view a PDF of the Parent Report, select “PDF Download”. This will open a PDF document of the reports, according to your selections in the filter area. You can print individual or small groups of reports from this option.
- Zip (Bulk PDF) Download – To print all of a large group of reports, select “Zip (Bulk PDF) Download”. This selection will open a zip file that will allow you to download all reports and print all reports for large groups of students.
- Dynamic Score Reporting User Guide –user guide that describes how to access and navigate the Dynamic Score Reporting Site
- Guide to Reports –the M-STEP Guide to Reports

## Student Roster

Student Roster (on the following page) allows users to view student scale scores and claim performance data for English language arts and mathematics or discipline data for social studies by content area and grade.

The report is divided into four main sections:

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

## Overall Proficiency Summary

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

- State – All students in the state
- ISD – All students in the ISD
- 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 graph is:

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

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

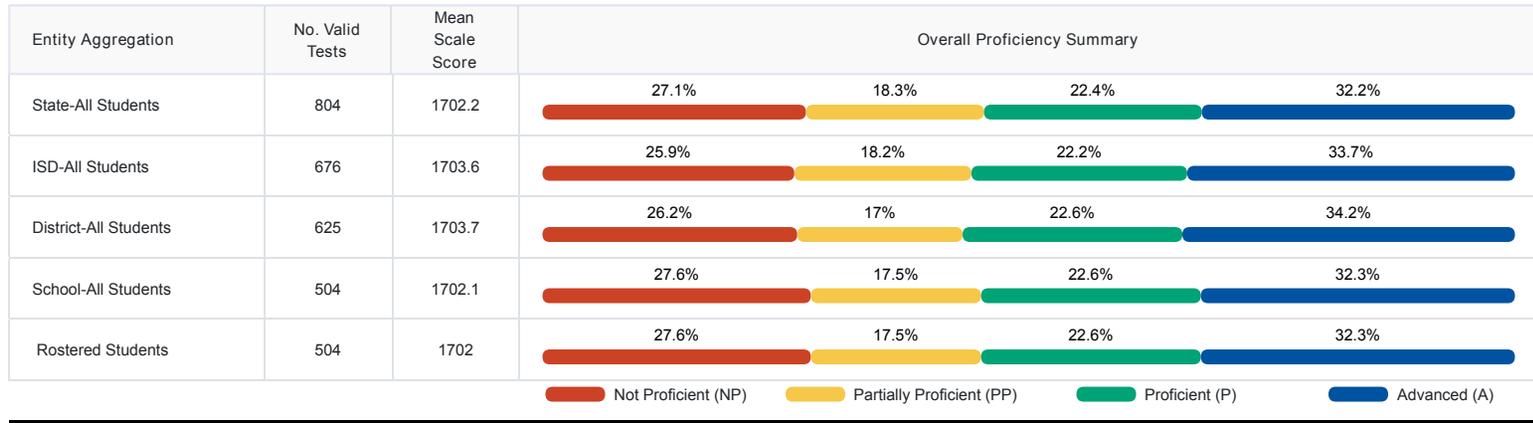


## Student Roster Report

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

### Grade 07 | English Language Arts

#### Proficiency Summary



[Gray] - margin of error

Most at risk of falling behind

Attention may be indicated

Adequate progress

**Sortable**

**All claims are sortable.**

Students ▲ (Total = 504)	Scale Score	SGP	Margin of Error	Perf. Level	Overall Scale Score				Reading	Writing	Listening	Research
					1618-1678 Not Proficient (NP)	1679-1699 Partially Proficient (PP)	1700-1725 Proficient (P)	1726-1753 Advanced (A)				
ABCD, STUDENT A	<i>i</i> 1643	45	±13	NP					Attention	At Risk	At Risk	At Risk
ABCD, STUDENT B	<i>i</i> 1729	47	±8	A					Adequate	Attention	Adequate	Adequate
BCDE, STUDENT C	<i>i</i> 1722	68	±7	P					Adequate	Attention	Adequate	Attention
BCDE, STUDENT D	<i>i</i> 1648	84	±11	NP					Attention	At Risk	At Risk	At Risk
CDEF, STUDENT E	<i>i</i> 1643	93	±13	NP					Attention	At Risk	At Risk	At Risk
DEFG, STUDENT F	<i>i</i> 1692	50	±7	PP					Attention	At Risk	At Risk	Adequate





## 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. Student Growth Percentile (SGP) – will be available after the initial release of reports. The SGP is sortable. Sorting by SGP will result in a list of selected students in order of SGP (ascending or descending - selecting “SGP” once sorts in ascending order, while selecting twice it sorts in descending order).
3. Margin of Error (gray band in graphic)
4. Performance Level:
  - a. A = Advanced
  - b. P = Proficient
  - c. PP = Partially Proficient
  - d. NP = Not Proficient

## Overall Content Performance (Graphical Format)

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

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

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

Claim performance indicators show student performance within each claim.

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

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

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

## Report Features

### Filters

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

## Actions

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

- About this Report
- PDF Download – To view a PDF of the Student Roster Report, select “PDF Download”. This will open a PDF document of the reports, according to your selections in the filter area. You can print individual or small groups of reports from this option.
- CSV File Download – downloadable file that contains all student data that is contained on the report.
- CSV File Format – file format that describes the data contained in the CSV file download.
- Dynamic Score Reporting User Guide –user guide that describes how to access and navigate the Dynamic Score Reporting Site
- Guide to Reports –the M-STEP Guide to Reports

## Drill-Down Feature

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

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

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



## Student Overview

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

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

### Report Features

#### Filters

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

MOUSE, MINNIE M | Grade 5 | M-STEP

20XX

Student  
Overview  
Report

Michigan Student Test of Educational Progress

UIC: 000000000

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

English Language Arts Overall Performance Level and Scale Score

Subject	Scale Score	Margin of Error	Performance Level	Student Growth Percentile
English Language Arts	1463	±8	Not Proficient	NA

Claims

Claims	Claim Performance Indicators
1: Reading	At Risk
2: Writing	At Risk
3: Listening	Attention
4: Research	At Risk

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

Social Studies Overall Performance Level and Scale Score

Subject	Scale Score	Margin of Error	Performance Level	Student Growth Percentile
Social Studies	1528	±13	Proficient	NA

Disciplines

Disciplines	Points Earned / Points Possible
H: History	17/19
G: Geography	5/7
C: Civics and Government	8/10
E: Economics	5/7
P: Public Discourse	2/2

Mathematics Overall Performance Level and Scale Score

Subject	Scale Score	Margin of Error	Performance Level	Student Growth Percentile
Mathematics	1517	±5	Advanced	39

Claims

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

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



## Actions

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

- About this Report
- PDF Download – To view a PDF of the Student overview Report, select “PDF Download”. This will open a PDF document of the reports, according to your selections in the filter area. You can print individual or small groups of reports from this option.
- Zip (Bulk PDF) Download – To print an entire large group of reports, select “Zip (Bulk PDF) Download”. This selection will open a zip file that will allow you to download all reports and print all reports for large groups of students.
- Dynamic Score Reporting User Guide –user guide that describes how to access and navigate the Dynamic Score Reporting Site
- Guide to Reports –the M-STEP Guide to Reports

## Aggregate Data Reports

### Target Analysis Report

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

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

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

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

School Target Analysis Report	
Year: 20XX   Assessment: M-STEP   ISD Code: 00000   ISD Name: ABC ISD Name   District Code: 00000   District Name: ABC School District District 1 School Code: 00000   School Name: ABC High School	
Grade 08   English Language Arts   All Students	
 Relative Strength  Neither Strength nor Weakness  Relative Weakness  Insufficient Data to Report	
<small>Note: This report compares assessment target performance to overall test performance within the school. The report identifies relative areas of strength and weaknesses among the identified aggregate group; it is not a proficiency report.</small>	
Number of Students Assessed	625
Claim 1: Reading	
Target 1: Given an inference/conclusion, use details and information from a literary text.	
Target 2: Summarize central ideas/key events of a literary text using key details from the text.	
Target 3: Determine word meaning based on context, relationships, structure, or use of resources.	
Target 4: Make an inference/provide a conclusion of a literary text.	
Target 5: Analyze relationships among literary elements within or across literary texts.	
Target 6: Analyze literary text structures, features, or formats and their impact on meaning or presentation.	
Target 7: Interpret language/literary devices/connotative meaning and their impact on meaning or tone.	



## How to Read this Report

This report is an aggregate report that shows relative strengths and weaknesses on each assessment target as compared to performance on the test as a whole. 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. The second column contains information about the aggregate group’s performance on the assessment target as compared to the test as a whole.

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

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

## Report Features

### Filters

- Student Population
- Grade
- Content Area

### Actions

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

- About this Report
- PDF Download – To view a PDF of the Student Roster Report, select “PDF Download”. This will open a PDF document of the reports, according to your selections in the filter area.
- CSV File Download – downloadable file that contains all student data that is contained on the report.
- CSV File Format – file format that describes the data contained in the CSV file download.
- Dynamic Score Reporting User Guide –user guide that describes how to access and navigate the Dynamic Score Reporting Site
- Guide to Reports –the M-STEP Guide to Reports





## Expectation Analysis

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

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

## Report Features

### Filters

- Student Population
- Grade
- Content Area
- Reporting Code

## Actions

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

- About this Report
- PDF Download – To view a pdf of the Expectation Analysis, select “PDF Download”. This will open a pdf document of the report, according to your selections in the filter area.
- CSV File Download – downloadable file that contains all student data that is contained on the report
- CSV File Format– file format that describes the data contained in the CSV file download
- Dynamic Score Reporting User Guide –user guide that describes how to access and navigate the Dynamic Score Reporting Site
- Guide to Reports –the M-STEP Guide to Reports

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	U.S. History and Geography	No. of Students Assessed per Expectation	Average % Points Earned	Number of Students With:			
Expectations				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
U8.1.01	Analyze factors that contributed to the Cold War	511	82.6	89	0	0	422
U8.1.02	Evaluate American policy: "containing" Soviet Union	511	33.9	338	0	0	173

## Demographic Report

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

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

**All Students**—this is the default

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

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

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

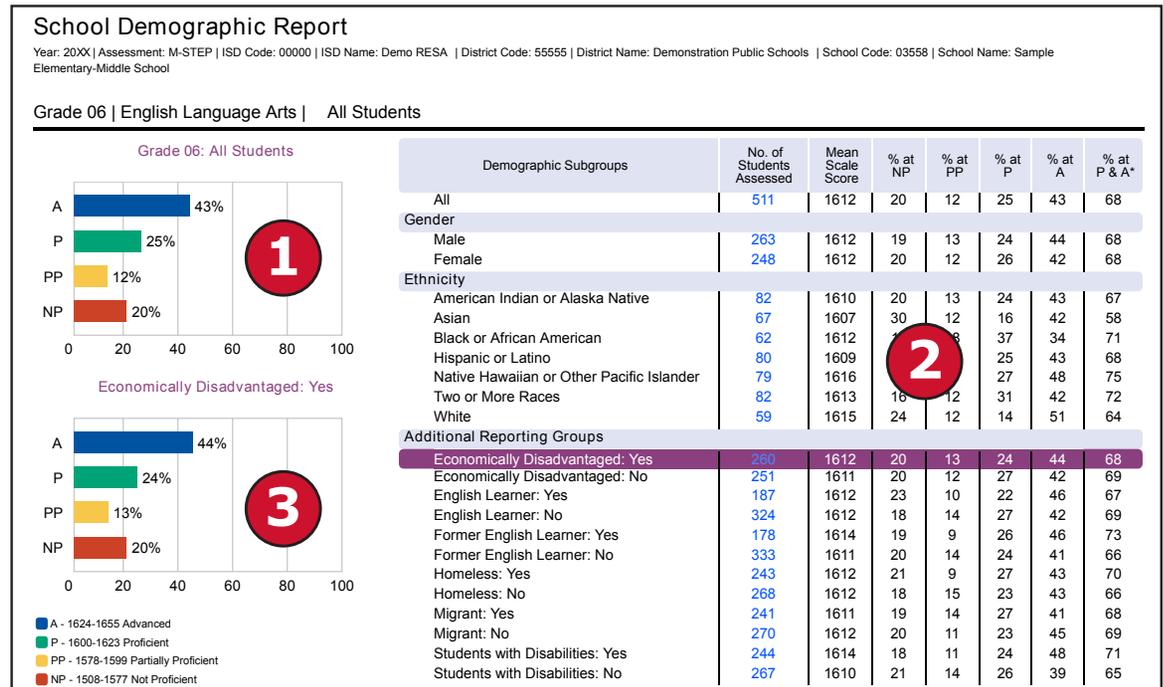
- 1 Overall performance level percentages for the selected student population in the grade and content, displayed in graphical format
- 2 Demographic subgroup performance level data for each subgroup in table format
- 3 If a demographic subgroup is selected, then a graphical display of the performance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

## Overall Performance Level Percentages Graphic

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

## Demographic Subgroup Performance Level Data Table

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



The demographic subgroups reported are:

- Gender
  - Female
  - Male
- Ethnicity
  - American Indian or Alaska Native
  - Asian
  - Black or African American
  - Hispanic or Latino
  - Native Hawaiian or Other Pacific Islander
  - Two or More Races
  - White
- Additional Reporting Groups
  - Economically Disadvantaged: Yes
  - Economically Disadvantaged: No
  - English Learner: Yes
  - English Learner: No
  - Former English Learner: Yes
  - Former English Learner: No
  - Homeless: Yes
  - Homeless: No
  - Migrant: Yes
  - Migrant: No
  - Students with Disabilities: Yes
  - Students with Disabilities: No
- Accommodations
  - 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.

## Report Features

### Filters

- Student Population
- Grade
- Content Area

### Actions

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

- About this Report
- PDF Download – To view a PDF of the Demographic Report, select “PDF Download”. This will open a PDF document of the reports, according to your selections in the filter area
- CSV File Download – downloadable file that contains all student data that is contained on the report.
- CSV File Format – file format that describes the data contained in the CSV file download.
- Dynamic Score Reporting User Guide –user guide that describes how to access and navigate the Dynamic Score Reporting Site
- Guide to Reports –the M-STEP Guide to Reports



## Drill Down Feature - School Demographic Report

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

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

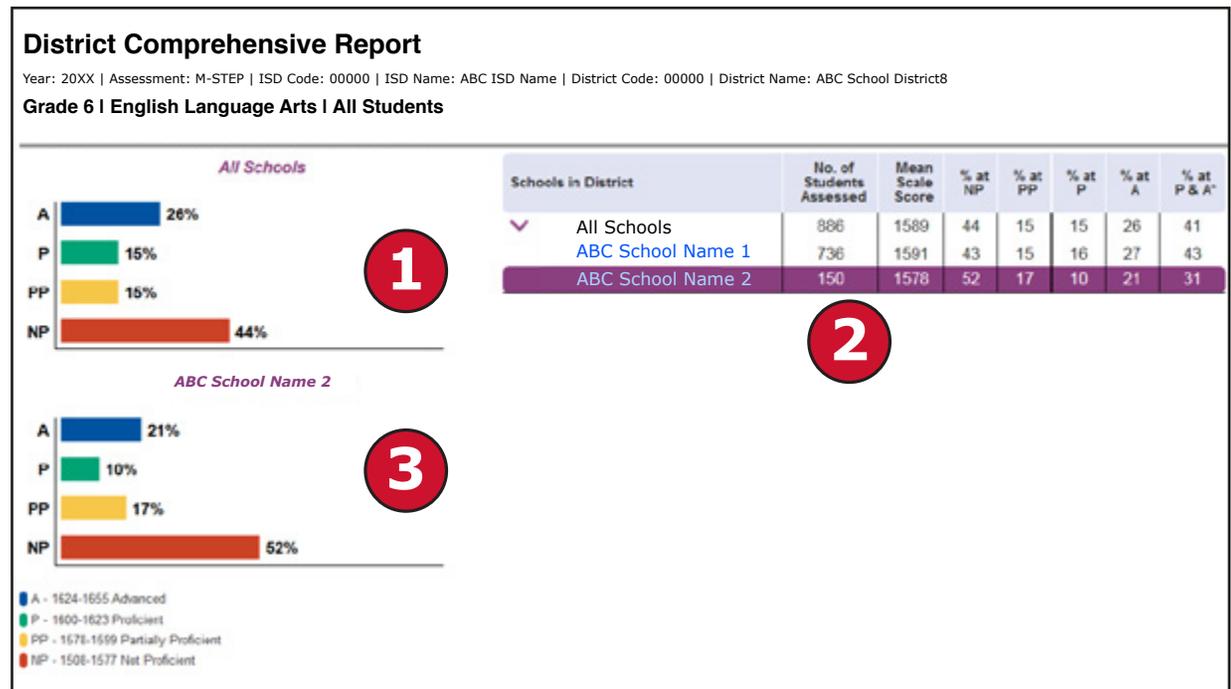
The Drill-Down feature is not available on the state, ISD, or district level Demographic Reports.

## Comprehensive Report

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

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

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



## Overall Performance Level Percentages Graphic

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

## Entity Performance Level Data Table

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

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

## Entity Performance Level Percentages Graphic

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

## Report Features

### Filters

- Student Population
- Grade
- Content Area

## Drill Down

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

After a user has selected the link to drill down into the School Demographic Report, a breadcrumb area appears below the ISD/District/School entity information that displays

“District Comprehensive Report > Demographic Report – School”. Each report name in the breadcrumb is an active link. To return to the District Comprehensive Report, the user selects “District Comprehensive Report”.

The Drill Down feature is not available on the ISD Comprehensive Report

## Actions

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

- About this Report
- PDF Download – To view a PDF of the Demographic Report, select “PDF Download”. This will open a PDF document of the reports, according to your selections in the filter area.
- CSV File Download – downloadable file that contains all student data that is contained on the report
- CSV File Format – file format that describes the data contained in the CSV file download
- Dynamic Score Reporting User Guide –user guide that describes how to access and navigate the Dynamic Score Reporting Site
- Guide to Reports –the M-STEP Guide to Reports



## Science Field Test Summary Report

The Michigan Student Test of Educational Progress (M-STEP) Science Field Test Summary report displays aggregated raw score data – i.e. points earned out of points possible. This information is based on field test items and excludes constructed response items. The report is available only at the district level.

**NOTE:** The Science Field Test Summary report is generated from responses to field test items on the M-STEP Science Field Test. The M-STEP Science Field Test data will be used to determine the

statistical characteristics of the new items and to inform the test development process about the quality and performance of the new items against state academic standards. This data is not intended to provide proficiency information in relation to the Michigan K-12 Science Standards or domains. Decisions about school improvement goals, curriculum, or other instructional decisions should be based on locally developed science assessments that measure student achievement based on the Michigan K-12 Science Standards.

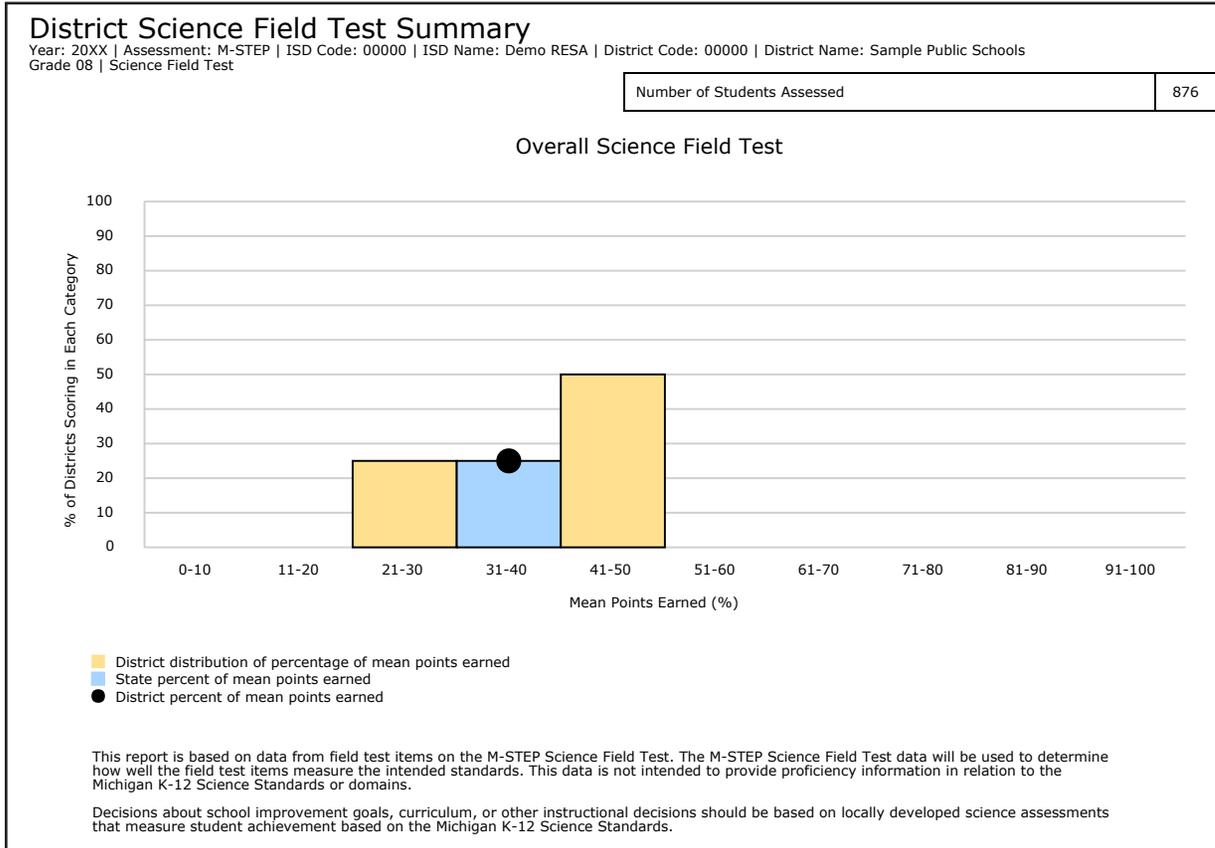
### Number of Students Assessed

The first row of the report displays the number of students assessed with valid tests in the selected district.

### Overall Frequency Distribution

The first graph displays raw score information about student performance on the field test overall. The x-axis of the graph displays the mean percentage of points earned out of points possible ranges on the field test overall. The y-axis of the graph displays the mean percentage of districts scoring in each points earned range.

- Yellow bars represent the frequency distribution of mean percentage of points earned out of points possible range on the overall field test by all districts.
- The blue bar represents the statewide mean points earned out of points possible range on the overall field test.
- The black dot on the graph represents the reported district's mean points earned out of points possible range on the overall field test.



## Frequency Distribution by Domain

The remaining three graphs display raw score information about student performance on each domain of the field test. The x-axis of each graph displays the percentage of points earned out of points possible ranges on the identified domain. The y-axis of the graph displays the percentage of districts scoring in each points earned range.

- Yellow bars represent the frequency distribution of the mean percentage of points earned out of points possible range on each domain by all districts.
- The blue bar represents the statewide mean points earned out of points possible range on each domain.
- The black dot on the graph represents the reported district's mean points earned out of points possible range on each domain.

## Report Features

### Filters

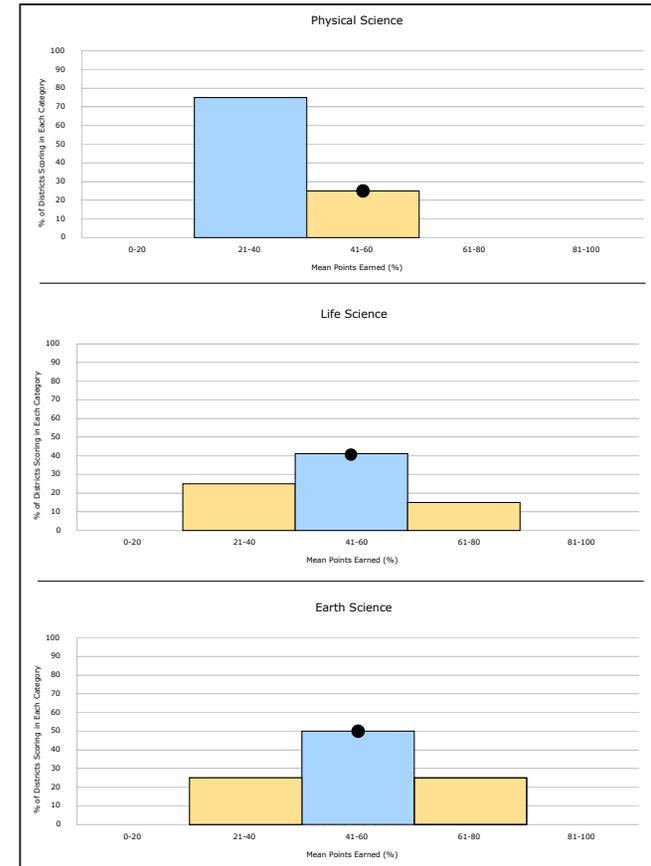
The filter area provides users the ability to filter reports by grade.

- **Grade** – Users can filter by grades, according to the grades that are tested in the entity. The grade filter defaults to the lowest grade tested. Only one grade may be selected at a time.

### Actions

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

- About this Report
- PDF Download – to view a pdf of the Science Field Test Summary Report, select "PDF Download". This will open a pdf document of the report, according to your selections in the filter area.
- Dynamic Score Reporting User Guide – user guide that describes how to access and navigate the Dynamic Score Reporting Site
- Guide to Reports – the M-STEP Guide to Reports



## Data Definitions

- **Domains:** Domains are used to group the three-dimensional science standards using similar disciplinary core ideas. Domains apply to science.
- **Field Test:** A test administration used to check the adequacy of testing procedures and the statistical characteristics of new test items or new test forms.
- **Raw Score:** Points earned/total points possible. Raw scores are not comparable across different forms of the test.

## OEAA Secure Site Data Files

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

### Student Data File

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

**School information**—student ISD, district, and school code

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

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

**Student Performance Data**—includes student scale score, student growth percentile, raw score data for social studies, and claim performance indicators for ELA and math

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

### Aggregate Data File

The Aggregate Data File contains student performance data used in the selected report. This data includes school information, student population, demographic group, and student performance data.

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

**M-STEP Student Data File Format**

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

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

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

**Demographic Data**—demographic data, such as Gender, Ethnicity, Economically Disadvantaged, Migrant status, or Other are included, based on the data contained in the selected report

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

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



## Section 7: Additional Resources

### Additional Sources of Assessment Results

#### MI School Data

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

#### MiLearn

The [Michigan Linked Educational Assessment Reporting Network \(MiLearn\)](#) is a legislatively funded project that delivers state assessment data electronically to students, parents, and educators in a more direct manner. This project uses the district's Student Information System (currently MISTAR and PowerSchool) to provide authenticated users access to state assessment reports. District administrative staff may configure their system security to locally govern which data is provided to their users. Additionally, the reports are updated daily using Michigan Data Hub data to accommodate student enrollment changes.

### General Resources

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

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

Resources available on the M-STEP web page:

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

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





## Section 8: Contact Information

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School administrators, teachers, and counselors should become familiar with the report layouts and information contained in this document. If you have questions after reviewing this Guide to Reports, or need additional information about M-STEP administration procedures, content, scheduling, and/or 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

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

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

**Open**, Manager, Test Development

**Nichole Mosser**, ELA Consultant

**Kyle Ward**, Mathematics Consultant

**Open**, Social Studies Consultant

**Tamara Smolek**, Science Consultant

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

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

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

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

**Fax:** 517-335-1186

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

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

## Section 9: Change Log

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Date	Page(s)	Change to Document
10/10/18	3	Remove embargoed data notice
10/10/18	6-7	Insert Passage-Based Writing Prompt Condition Codes information and table
10/10/18	35-36	Insert Science Field Test District Summary Report

