Appendix A.5 M-STEP Test Administration Directions – Grade 8 Paper





2018 Paper/Pencil Test Administration Directions

Paper/Pencil Test Dates Grades 5 and 8

April 2018						
Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
1	2	3	4	5	6	7
8	9	10	11	12	13	14
		ELA	ELA	Makeup	Makeup	
		Day 1	Day 2	ELA	ELA	
15	16	17	18	19	20	21
	Makeup ELA	MATH	SCIENCE	SOCIAL STUDIES	Makeup ^{any} content area	
22	23	24	25	26	27	28
	Makeup - any content area					
29	30	1	2	3	4	5

Paper/Pencil Test Session Information

English Language Arts

- Day 1 ELA paper/pencil test includes Part 1 for Listening and Part 2 for Reading.
- Day 2 ELA paper/pencil test includes Part 3 for Writing and Research.
- Breaks may be administered between parts.

Mathematics

- The Mathematics paper/pencil test includes Parts 1 and 2.
- Note that calculators are **NOT allowed in Part 1** of the mathematics test.
- Breaks may be administered between parts.

Science

• The Science paper/pencil test has only one part, to be completed in one session with no breaks.

Social Studies

- The Social Studies paper/pencil test includes Parts 1 and 2.
- Breaks may be administered between parts.

Spring 2018, Grade 8 Estimated Test Times (in hours and minutes)

r	Day	1:00	
ELA	Day		
-	Day 2: Part 3–Writing and Research		1:00
Marth	Day 1: Part 1		1:00
wath	Day 1: Part 2		1:00
Science		Day 1: Part 1	0:45
Social Studies		Day 1: Part 1	0:30
		Day 1: Part 2	0:30
Total Time Required			5:45

Table of Contents

.

Table of Contents

PART 1: Introduction	
ENSURING TEST SECURITY	
Establishing Appropriate Testing Conditions $\ldots \ldots 1$	
Food, Drink, Snacks	
Table 1: Requirements of the Test Environment	
Verifying Student Information	
Pre-Identification Label Directions	
PART 2: Student Data Grid Information and Administration Directions	
Directions for Completing the Student Demographic Page	
Administration Directions for Completing the Student Data Grid 5	
PART 3: General ELA Test Administration Information	
Student Participation	
Participation of Students with Disabilities and/or English Language Learners 9	
Preparation for the Assessment	
General Rules for the Paper/Pencil Assessment	
Testing Times	
PART 4: Administering the M-STEP ELA Summative Assessment 11	
Grade 8, Day 1: Part 1-Listening	
Grade 8, Day 1: Part 2-Reading	
Grade 8, Day 2: Part 3-Writing and Research	
PART 5: General Mathematics Test Administration Information 17	
Student Participation	
Participation of Students with Disabilities and/or English Learners	
Preparation for the Assessment	
General Rules for the Paper/Pencil Assessment	
Table 2: Maximum Function Calculators that are Acceptable for Use \ldots \ldots 18	
Allowable Calculators	
Calculator Use Guidelines	

Testing Times	
Testing Schedules	
PART 6: Administering the M-STEP Mathematics	0
Grade 8 Day 1. Part 1	
Grade 8, Day 1: Part 2	
DADT 7. Concerned Colourer Field Test Administration Information	
PART 7: General Science Field Test Administration Information 2	:3
Student Participation	
Participation of Students with Disabilities and/or English Learners	
Constal Pulse for the Paper / Papeil Accossment	
resting times	
PART 8: Administering the M-STEP Science Field Test	25
Directions for the M-STEP Grade 8 Science Field Test	
PART 9: General Social Studies Test Administration Information 2	27
PART 9: General Social Studies Test Administration Information 2 Student Participation	27
PART 9: General Social Studies Test Administration Information 2 Student Participation	27
PART 9: General Social Studies Test Administration Information 2 Student Participation	27
PART 9: General Social Studies Test Administration Information 2 Student Participation	27
PART 9: General Social Studies Test Administration Information 2 Student Participation	27
PART 9: General Social Studies Test Administration Information 27 Student Participation 27 Participation of Students with Disabilities and/or English Learners 27 Preparation for the Assessment 27 General Rules for the Paper/Pencil Assessment 27 Testing Times 28 PART 10: Administering the M-STEP Social Studies Summative Assessment 2	27
PART 9: General Social Studies Test Administration Information 27 Student Participation 27 Participation of Students with Disabilities and/or English Learners 27 Preparation for the Assessment 27 General Rules for the Paper/Pencil Assessment 27 Testing Times 28 PART 10: Administering the M-STEP Social Studies 2 Directions for Part 1: M-STEP Grade 8 Social Studies Test 29	27
PART 9: General Social Studies Test Administration Information 27 Student Participation . 27 Participation of Students with Disabilities and/or English Learners 27 Preparation for the Assessment 27 General Rules for the Paper/Pencil Assessment 27 Testing Times 28 PART 10: Administering the M-STEP Social Studies 2 Directions for Part 1: M-STEP Grade 8 Social Studies Test 29 Directions for Part 2: M-STEP Grade 8 Social Studies Test 30	27
PART 9: General Social Studies Test Administration Information 27 Student Participation 27 Participation of Students with Disabilities and/or English Learners 27 Preparation for the Assessment 27 General Rules for the Paper/Pencil Assessment 27 Testing Times 28 PART 10: Administering the M-STEP Social Studies 28 Directions for Part 1: M-STEP Grade 8 Social Studies Test 29 Directions for Part 2: M-STEP Grade 8 Social Studies Test 30	29
PART 9: General Social Studies Test Administration Information 27 Student Participation 27 Participation of Students with Disabilities and/or English Learners 27 Preparation for the Assessment 27 General Rules for the Paper/Pencil Assessment 27 Testing Times 28 PART 10: Administering the M-STEP Social Studies 29 Directions for Part 1: M-STEP Grade 8 Social Studies Test 29 Directions for Part 2: M-STEP Grade 8 Social Studies Test 30	27
PART 9: General Social Studies Test Administration Information 27 Student Participation 27 Participation of Students with Disabilities and/or English Learners 27 Preparation for the Assessment 27 General Rules for the Paper/Pencil Assessment 27 Testing Times 28 PART 10: Administering the M-STEP Social Studies 29 Directions for Part 1: M-STEP Grade 8 Social Studies Test 29 Directions for Part 2: M-STEP Grade 8 Social Studies Test 30 PART 11: After Testing 33	27

.

PART 1: Introduction

This manual provides an overview of the M-STEP paper and pencil test administration. Use this document to familiarize yourself with what your students will experience when participating in the M-STEP assessments, how to prepare for the assessment, and general rules for testing. Test Administrators (TAs) and proctors should become familiar with this document well in advance of the first test administration date in order to prepare properly for each administration.

The *M-STEP*, *MI-Access*, and *WIDA* Student Supports and Accommodations Table (at www. michigan.gov/MSTEP) provides guidance regarding specific accessibility resources available for this administration and should be reviewed in advance of the test administration sessions.

ENSURING TEST SECURITY

The security of the summative assessment instruments and the confidentiality of student information are vital to maintaining the validity, reliability, and fairness of the results.

All test items and test materials are secure and must be appropriately handled. Secure handling protects the integrity, validity, and confidentiality of summative assessment items, prompts, and student information. Any deviation in test administration must be reported as a test security incident by the District Assessment Coordinator in the Secure Site Incident Reporting Tool to ensure the validity of the test results. (See the M-STEP TAM Appendix C for more information.)

Establishing Appropriate Testing Conditions

Building Test Coordinators (BCs) and Test Administrators (TAs) will need to work together to determine the most appropriate testing option(s) and testing environment based on the number of students in each testing grade and the estimated time needed to complete each test. Testing students in classroom-sized groups is preferable. Establishing classroom-sized groups reduces test fear and anxiety for the students and facilitates monitoring and control for the TA.

The test administration should be conducted in a secure environment. Establish procedures to maintain a quiet, distraction-free testing environment throughout the test session, recognizing that some students will finish more quickly than others. Students are expected to remain in the testing room until the end of the session. Students may store personal non-content related paper reading material securely off the work surface for use after test materials have been collected. E-readers and other electronic forms of reading materials are not allowed.

Table 1, on pages 2-3, describes security requirements for the test environment during various stages of testing. The test environment refers to all aspects of the testing situation while students are testing and includes what a student can see, hear, or access (including access via technology).

Food, Drink, Snacks

Students are not allowed to have food, drinks, or snacks on their desk or table during the test. If a student must have any of these items due to medical reasons during the test, the items must be stored away from the test surface (under seats, on the floor, etc.).

Table 1: Requirements of the Test Environment

Before Testing

Requirement	Description			
Instructional materials removed or covered	Instructional materials must be removed or covered, including, but not limited to: information that might assist students in answering questions that is displayed on bulletin boards, chalkboard or dry-erase boards, or on charts (e.g., wall charts that contain literary definitions, maps, mathematics formulas, etc.).			
Student seating	Students must be seated so there is enough space between them to minimize opportunities to view each other's work, or they should be provided with table-top partitions.			
Signage	If helpful, place a "TESTING—DO NOT DISTURB" sign on the door or post signs in halls and entrances rerouting hallway traffic in order to promote optimum testing conditions.			
During Testing				
Requirement	Description			
Quiet environment	Provide a quiet environment void of talking or other distractions that might interfere with a student's ability to concentrate or might compromise the testing situation.			
Student supervision	Students are actively supervised and are prohibited from access to unauthorized electronic devices that allow availability to outside information, communication among students, or photographing or copying test content. This includes any device with cellular, messaging, or wireless capabilities, but is not limited to cell phones, tablets, smart watches and other wireless devices.			
Access to allowable resources only	Students must only have access to and use of those allowable resources that are permitted for each specific test (or portion of a test).			
Access to assessments	Only students who are testing can view items. Students who are not being tested or unauthorized staff or other adults must not be in the room where a test is being administered. Based on the item type, trained Test Administrators (TAs) may also have limited exposure to items in the course of properly administering the assessments. However, no test items may be actively reviewed or analyzed by TAs or by other trained staff.			
No answer key development	No form or type of answer key may be developed for test items.			

Table 1: Requirements of the Test Environment				
During and After Testing				
Requirement	Description			
No access to responses	District Test Coordinators (DCs), Building Test Coordinators (BCs), TAs, and other staff are not permitted to review student responses.			
No copies of test materials	No copies of the test items or stimuli may be made or otherwise retained.			
No access to digital, electronic, or manual devices	No digital, electronic, or manual device may be used to record or retain test items or writing prompts. Similarly, these materials must not be discussed with or released to anyone via any media, including fax, email, social media, and websites.			
No retaining, discussing, or releasing test materials	Descriptions of test items, stimuli, or writing prompts must not be retained, discussed, or released to anyone.			
No reviewing, discussing, or analyzing test materials	DCs, BCs, TAs, and other staff may not review, discuss, or analyze test items, stimuli, or writing prompts at any time, including before, during, or after testing. Student interaction during a test is limited to what is necessary for the purpose of clarifying test directions.			
All test materials must remain secure at all times	Test booklets and answer documents, scratch paper, and documents with student information must be kept in a securely locked room or locked cabinet that can be opened only with a key or keycard by staff responsible for test administration.			
After Testing				
Requirement	Description			
No test materials used for instructions	Test items, stimuli, reading passages, or writing prompts must not be used for instruction.			
Destroy test materials securely	Scratch paper must be securely collected at the end of each test session and then immediately shredded to maintain test security.			

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Verifying Student Information

TAs should verify student information upon completion of each M-STEP assessment. However, it is important for anyone with access to this information to remember that students' personal information is confidential. If materials containing student names are distributed to students, these materials must be collected before the students leave the testing room and must be either securely stored to be used in a subsequent test session or shredded. Personal information includes any information that could potentially identify a student, including student name, state student identification number, and birthdate.

Pre-Identification Label Directions

Before testing, apply pre-ID labels to the Student Answer Documents.

Every Student Answer Document must have the correct barcode label affixed before being returned to the scoring contractor.

TEST ADMINISTRATOR NOTE: In addition to applying the pre-ID labels to the Student Answer Documents, the Codes in the Accommodations/ Supports section of the Student Data Grid on the Answer Document cover should be completed by a Test Administrator or Building Coordinator, ONLY. This can be done before or after testing. Follow the directions that begin on page 5 for pre-bubbling specific sections of the Student Data Grid.

PART 2: Student Data Grid Information and Administration Directions

Directions for Completing the Student Demographic Page

Use the following information and script to assist students in completing the Student Data Grid on the front cover of each Student Answer Document at the start of EVERY test administration. Repeat these directions and script for all subjects.

Please remember that the script must be followed exactly and used each time a test is administered.

All directions that a TA needs to read to students are indicated by the word "**[SAY]**" and are in gray boxes so they stand out from the regular text. They should be read exactly as they are written, using a natural tone and manner. (All other information is for the Test Administrator and should not be read to the students.) If the TA makes a mistake in reading a direction, the TA should stop and say, "I made a mistake. Listen again." Then the direction should be reread.

Administration Directions for Completing the Student Data Grid

(Follow this script to begin every test administration.)

The following directions and script must be followed exactly at the beginning of each assessment.

NOTE TO ADMINISTRATORS: Non-personal information the students will be entering on the Student Data Grid at the start of testing may be posted so that all students can see it (e.g., on a whiteboard, smartboard, etc.) prior to the start of test administration. This information can include:

- Teacher Name
- School Name
- District Name (leave blank for
 - non-public schools)
- Assessment Date (today's date)
- Form Number*

*Standard forms are Form 1. Emergency forms are Form 2. For all subjects, the Braille forms are Form 88. Note that form numbers always appear on the front cover of the Test Booklet.

WHEN YOU ARE READY TO BEGIN:

Distribute test materials to students. Remind students not to open their test booklets until told to do so and to put away all materials that may not be used during the test. Scratch paper is allowed as a universal tool for students who need it. Test booklets are designed to have ample space for note-taking. If used, blank scratch paper must be distributed at the start of each test session or part, collected at the end of each part, and securely returned to the building test coordinator for shredding. Scratch paper must be treated at all times as a secure material.

Make sure each student has his or her own Answer Document before the test begins. If a student's name is misspelled on the Answer Document, corrections can be made at a later date prior to the return of materials to the scoring contractor. Immediately notify the school M-STEP coordinator, who can help you resolve this problem after the test is completed. Please read aloud the directions in gray blocks preceded by the word **[SAY]** for students.

[SAY] Do not open your test booklet until told to do so.

During this test, you must turn off and put away all electronic devices, including cell phones, tablets, smart watches and other wireless devices. The only items you may have on your desk or table are the materials necessary for the test.

All answers must be marked in your answer document using a No. 2 pencil only.

[SAY] Make sure that you have a 2018 M-STEP (*insert grade and subject*) Test Booklet.

Write your name on the line labeled "Student Name" on the front cover of your test booklet.

Pause.

[SAY] Please look at your Answer Document. Please make sure you have **your** own Answer Document. The box in the lower left-hand corner should contain a label with your name and other information.

Raise your hand if your name does not appear in this box or if the label is missing.

Every Student Answer Document must have the correct barcode label affixed before being returned to the scoring contractor.

[SAY] Please follow these steps to complete the Student Data Grid.

Turn to the front cover of your answer document.

Write your name on the line that says, "Student Name."

Write (insert teacher name) on the line that says "Teacher Name."

Write (insert school name) on the line that says "School."

Write (insert district name) on the line that says "District."

Non-public schools may leave "District" blank.

Pause.

[SAY] Find the section labeled "Birth Date." In the column under "Month," fill in the bubble next to the month in which you were born.

Pause.

[SAY] In the space labeled "Day," print the digits of the day on which you were born. If there is only one digit in your day of birth, print a zero before the numeral. For example, if your day of birth is the seventh, you would print the digits zero and seven.

[SAY] In the two columns below "Day," fill in the bubbles for the digits of the day on which you were born. Fill in only one bubble in each column.

Pause.

[SAY] In the space labeled "Year," print the last two digits of the year in which you were born.

In the two columns below "Year," fill in the bubbles for the last two digits of the year in which you were born. Fill in only one bubble in each column.

Pause.

To ensure accurate student identification, the "Birth Date" section must be completed correctly. Make sure each student has filled in the correct bubbles for the month, day, and year of birth.

[SAY] Next, find the section labeled "Assessment Date."

In the first column, fill in the bubble next to the current month.

The next two spaces are for today's date. Write the numbers for today's date in the spaces provided. If there is only one digit in today's date, print a zero before the numeral. For example, if the date is the seventh, you would print the digits zero and seven. **[SAY]** In the two columns below today's date, fill in the bubbles for the numerals of the date. Fill in only one bubble in each column.

[SAY] The year is already filled in for you.

Pause to allow students to finish.

[SAY] Now find the section labeled "Form." Then check the front cover of your Test Booklet to find the correct form number. Please bubble in that form number.

Check to make sure all students have bubbled the correct form number. It is critical that the correct form number is bubbled on the answer document in order to ensure the student's test is scored properly.

When the students have completed the Student Data Grid, turn to the appropriate page in this document for subject-specific test directions, and continue with test administration.

PART 3: General ELA Test Administration Information

This section provides an overview of the paper/ pencil testing environment and guidelines for test administration. Use this section to become familiar with what students will experience in accessing the assessments, how to prepare for the assessments, and to review general rules for paper/pencil testing. Test Administrators (TAs) should become familiar with this section well in advance of the start of testing.

It is particularly important to understand the difference between helping students understand test directions and helping them with their responses. With the exception of making sure students understand the directions and implementing any approved accommodations, test administrators and proctors **may not give help of any kind** to students during this test. This includes defining or pronouncing words and reading any part of the test aloud to students. These activities are not appropriate and will result in test scores being invalidated.

Student Participation

All students enrolled in grades 3–8 are required to participate in the M-STEP English Language Arts Summative Assessment except:

- Students with the most significant cognitive disabilities who meet the criteria for a state-selected or state-developed alternate assessment based on alternate achievement standards (approximately one percent or fewer of the student population).
- English Learners (ELs) who enrolled within the last 12 months prior to the beginning of testing in a U.S. school have a one-time exemption. These students may instead participate in their state's English language proficiency assessment consistent with state and federal policy.

Participation of Students with Disabilities and/or English Language Learners

All students, including students with disabilities, English Learners (ELs), and English Learners (ELs) with disabilities, should have equal opportunity to participate in the M-STEP Summative Assessments.

Preparation for the Assessment

Before administering the assessment, make sure that you have the following materials available for students:

- A Test Booklet for each student
- A Student Answer Document for each student
- At least two sharpened No. 2 pencils per student
- Blank scratch paper is optional for students who require it. Please note, there is ample room in the test booklet for planning and note-taking activities. If used, a fresh blank piece of scratch paper is required for each part of the test.

Test Administrators will need the following:

- A copy of these Test Administration Directions
- Listening script or CD (for Day 1 only)
- Spare sharpened No. 2 pencils (recommended)

General Rules for the Paper/Pencil Assessment

During any test part, students may not return to any previously completed part of the test.

The Student Test Booklets, Answer Documents, Listening CD, Listening Script and, if used, scratch paper are secure materials. Maintaining the security of all test materials is crucial to obtaining valid and reliable study results. Therefore, test materials must be kept in locked storage, except during actual test administration. It is the responsibility of all individuals who administer the test to follow security procedures.

Testing Times

The "Spring 2018 Estimated Test Times" table on the inside front cover contains the estimated times it will take most students to complete the M-STEP paper/pencil test. This information is for scheduling purposes only, as the **assessments are not timed**.

Estimated test times do not include the following:

- time traveling to and from the testing room
- time to distribute and collect test booklets, answer documents and scratch paper if used
- time to complete the first page (demographic page) of the answer document
- time to review paper/pencil test directions and sample items with students

This test should be administered in the order listed below. The test is **untimed** and student-paced. Students **must** be given as much time as needed during the same continuous session to complete each section of this test. Arrangements should be made before testing begins for any student who may need additional time to complete a part of the test.

For ELA, the order of administration is:

- Day 1: Part 1-Listening Part 2-Reading
- Day 2: Part 3–Writing and Research

Students are expected to complete all test parts assigned to a test day on that day. **Breaks** may be provided between parts, but all test materials must be **securely collected**, **handled and stored before students can be excused** for any breaks or split test sittings.

PART 4: Administering the M-STEP ELA Summative Assessment

Grade 8, Day 1: Part 1-Listening

You must follow the Student Data Grid Administration directions and script (pages 5-7), and have students complete that process before administering this subjectspecific assessment. Once the Student Data Grid steps are finished you may proceed to administer this assessment using the following directions and script.

DO NOT READ SAMPLES ALOUD.

[SAY] Now you will be taking Part 1 of the M-STEP English Language Arts Summative Assessment.

First, open your test booklet to page 3.

We will begin by looking at some sample questions. Read the directions silently as I read them aloud.

DIRECTIONS

You are about to take the Michigan Student Test of Educational Progress, or M-STEP. You have been given a test booklet and answer document.

In order for the results to be valid, you must **NOT**:

- talk to or help another student
- look at or copy another student's answers
- ask for or accept any help from another student
- use your cell phone or any other electronic device including an eBook
- take pictures or make copies of any test materials
- cause a disturbance
- remove test booklet or answer document from the room
- discuss any part of the test with anyone
- post or chat about any part of the test through social media (example: Facebook, Snapchat, Instagram, Twitter, etc.)

[SAY] If you do not understand these requirements or have questions, please raise your hand.

Pause to answer any questions, then continue.

[SAY] This test booklet contains several different types of questions. This Sample Question section shows what certain types of questions look like and how they should be answered in the answer document. You will review these samples along with the test administrator.

When you come to the **STOP** sign, you have finished the sample questions.

DO NOT work on any other part of this test until you are told to do so.

Do you have any questions?

Pause to answer any questions, then continue.

[SAY] Now turn to page 4 and read Sample Question 1 silently.

Give students time to read Sample Question 1.

[SAY] Sample Question 1 is a multiple-choice question that has a single correct answer. The correct answer for this sample question is D.

For these types of questions you will fill in one answer bubble that goes with the answer you chose. Be sure to fill in the bubble completely and make your mark heavy and dark.

If you want to change your answer, completely erase the mark you made before making a new mark. [SAY] Are there any questions?

Pause to answer any questions, then continue.

[SAY] Now read Sample Question 2 silently.

Give students time to read Sample Question 2.

[SAY] Sample Question 2 is a multiple-choice question that has multiple correct answers. The correct answers for this sample question are B and E.

For these types of questions you will fill in all the answer bubbles that go with the answers you chose. Be sure to fill in the bubbles completely and make your marks heavy and dark.

If you want to change an answer, completely erase the mark you made before making a new mark.

Are there any questions?

Pause to answer any questions, then continue.

[SAY] Now read the passage and Sample Question 3 silently.

Give students time to read Sample Question 3.

[SAY] Sample Question 3 is a multiple-choice question that has two parts. The correct answer for Part A of this sample question is C. The correct answer for Part B of this sample question is C.

For these types of questions you will fill in the answer bubble that goes with the answer you chose for each part. Be sure to fill in the bubbles completely and make your marks heavy and dark. **[SAY]** If you want to change an answer, completely erase the mark you made before making a new mark.

Are there any questions?

Pause to answer any questions, then continue.

[SAY] Now read Sample Question 4 silently.

Give students time to read Sample Question 4.

[SAY] Sample Question 4 is a matching table question. For this type of question you will need to complete a table with the correct answers. The correct answers for Sample Question 4 are as follows:

- the row A correct answer is D for "day"
- the row B correct answer is N for "night"
- the row C correct answer is D for "day"
- the row D correct answer is N for "night"

For these types of questions you will fill in the answer bubble that goes with the answer you chose for each row in the table. Be sure to fill in the bubbles completely and make your marks heavy and dark.

If you want to change an answer, completely erase the mark you made before making a new mark.

Are there any questions?

Pause to answer any questions, then continue.

[SAY] Now read Sample Question 5 silently.

Give students time to read Sample Question 5.

[SAY] Sample Question 5 is a

text-dependent analysis writing prompt. You must write your answer on the lines provided in the text box in your answer document. Write neatly, so you will be scored accurately.

Anything you write outside the text box in your answer document will not be scored.

Are there any questions?

Pause to answer any questions, then continue.

[SAY] Turn to page 3 in your answer document.

Turn to page 9 in your test booklet.

Read the directions silently as I read them aloud.

DIRECTIONS

You will be taking Day 1: Part 1–Listening of the English Language Arts M-STEP. This part of the test includes **passages that you will listen to rather than read**, and it includes different types of questions. You may underline, circle, or write in this test booklet to help you, but nothing marked in this test booklet will be scored.

Read each question carefully and follow the directions. Mark your answers in your **Answer Document** with a No. 2 pencil. If you erase an answer, be sure to erase it completely. Remember that if you skip a question in the test booklet, you need to skip the answer space for that question on the **Answer Document**. If you are not sure of an answer, mark your **best** choice.

When you come to the **STOP** sign, you have finished Part 1. If you finish early, you may go back and check your work for Day 1: Part 1– Listening only.

DO NOT work on any other part of this test until you are told to do so. When you have finished, please close your test booklet and answer document and sit quietly. **[SAY]** It is important to do your best on this test so your teacher and school can know how much you have learned this school year.

Do you have any questions?

Pause to answer any questions, then continue.

[SAY] Make sure you are on page 3 in your answer document.

Turn to page 10 in your test booklet.

Now I will play (or read aloud) a presentation, and then you will answer questions.

We will begin.

Play track 1 of the audio CD (or read aloud passage 1 of the Listening Script).

[SAY] I will play it (or read it aloud) one more time.

Play (or read aloud) passage 1 again.

Then,

[SAY] Please answer questions 1 through 3. When you complete these questions, please stop working and sit quietly.

Allow time for students to respond.

[SAY] Now we will continue.

Turn to page 12 in your test booklet.

I will play (or read aloud) a second presentation, and then you will answer questions.

Play track 2 of the audio CD (or read aloud passage 2 of the Listening Script).

[SAY] I will play it (or read it aloud) one more time.

Play (or read aloud) passage 2 again.

Then,

[SAY] Please answer questions 4 through 6. When you complete these questions, please stop working and sit quietly.

Allow time for students to respond.

[SAY] Now we will continue.

Turn to page 14 in your test booklet.

I will play (or read aloud) a third presentation, and then you will answer questions.

Then,

Play track 3 of the audio CD (or read aloud passage 3 of the Listening Script).

[SAY] I will play it (or read it aloud) one more time.

Play (or read aloud) passage 3 again.

Then,

[SAY] Please answer questions 7 through 9. When you complete these questions, please stop working and sit quietly.

When the students have finished,

[SAY] Okay. We will stop now. Please close your test booklet and answer document. Remain quietly in your seat until all materials are collected.

Before dismissing students (whether it's for a break, or between separate test sittings, or the end of testing) you must collect all materials, including scratch paper, from each student individually. Do not have students pass materials to the end of a row or aisle. Students may not be dismissed until it is verified that all test materials have been returned.

Securely store the test materials until you begin testing again. Used scratch paper must be returned to the Building Test Coordinator for secure shredding. (You will need to distribute new, blank scratch paper before each part or test sitting.)

Grade 8, Day 1: Part 2-Reading

Be sure that each student has his or her own test booklet and answer document, a sharpened No. 2 pencil with an eraser, and, if used, a fresh sheet of blank scratch paper. Students will record their answers in their answer document.

[SAY] Turn to the front cover of your answer document. Make sure you have the answer document with **your** name on it and not another student's answer document. Please do not open your test booklet until I tell you to do so. Make sure you are using a No. 2 pencil with an eraser when taking this test. Pens are not allowed.

Pause to make sure the students have their own test booklet and answer document.

[SAY] Now you will be taking Part 2 of the M-STEP English Language Arts Summative Assessment.

Turn to page 4 in your answer document.

Open your test booklet to page 17.

Read the directions silently as I read them aloud.

DIRECTIONS

Now you will be taking Day 1: Part 2-Reading of the English Language Arts M-STEP. This part of the test includes passages you will read and different types of questions. You may underline, circle, or write in this test booklet to help you, but nothing marked in this test booklet will be scored.

Carefully read each passage and the questions that follow. Mark your answers in your **Answer Document** with a No. 2 pencil. If you erase an answer, be sure to erase it completely. Remember that if you skip a question in the test booklet, you need to skip the answer space for that question on the **Answer Document**. If you are not sure of an answer, mark your **best** choice. **[SAY]** When you come to the **STOP** sign, you have finished Part 2. If you finish early, you may go back and check your work for Day 1: Part 2–Reading only.

DO NOT work on any other part of this test until you are told to do so. When you have finished, please close your test booklet and answer document and sit quietly.

Do you have any questions?

Pause to answer any questions, then continue.

[SAY] Make sure you are on page 4 in your answer document.

You may turn the page in your test booklet and begin.

When the students have finished,

[SAY] Okay. We will stop now. Please close your test booklet and answer document. Remain quietly in your seat until all materials are collected.

Before dismissing students (whether it's for a break, or between separate test sittings, or the end of testing) you must collect all materials, including scratch paper, from each student individually. Do not have students pass materials to the end of a row or aisle. Students may not be dismissed until it is verified that all test materials have been returned.

Securely store the test materials until you begin testing again. Used scratch paper must be returned to the Building Test Coordinator for secure shredding. (You will need to distribute new, blank scratch paper before each part or test sitting.)

Grade 8, Day 2: Part 3– Writing and Research

Be sure that each student has his or her own test booklet and answer document, a sharpened No. 2 pencil with an eraser, and, if used, a fresh sheet of blank scratch paper. Students will record their answers in their answer document.

[SAY] Turn to the front cover of your answer document. Make sure you have the answer document with *your* name on it and not another student's answer document. Please do not open your test booklet until I tell you to do so. Make sure you are using a No. 2 pencil with an eraser when taking this test. Pens are not allowed.

Pause to make sure the students have their own test booklet and answer document.

[SAY] Now you will be taking Part 3 of the M-STEP English Language Arts Summative Assessment.

Turn to page 5 in your answer document.

Open your test booklet to page 41.

Read the directions silently as I read them aloud.

DIRECTIONS

You will be taking Day 2: Part 3–Writing and Research of the English Language Arts M-STEP. This part of the test includes a writing prompt and different types of questions that will require you to pick one or more options from a list of answer choices. You may underline, circle, or write notes in this test booklet to help you, but nothing marked in this test booklet will be scored.

Read each question carefully and follow the directions. Mark or write your answers in your **Answer Document** with a No. 2 pencil. If you erase an answer, be sure to erase it completely. Remember that if you skip a question in the test booklet, you need to skip the answer space for that question on the **Answer Document**. If you are not sure of an answer, mark your **best** choice.

[SAY] When you come to the **STOP** sign, you have finished Part 3. If you finish early, you may go back and check your work for Day 2: Part 3–Writing and Research only.

DO NOT work on any other part of this test until you are told to do so. When you have finished, please close your test booklet and answer document and sit quietly.

Do you have any questions?

Pause to answer any questions, then continue.

[SAY] Make sure you are on page 5 in your answer document.

You may turn the page in your test booklet and begin.

When the students have finished,

[SAY] Okay. We will stop now. Please close your test booklet and answer document. Remain quietly in your seat until all materials are collected.

Before dismissing students (whether it's for a break, or between separate test sittings, or the end of testing) you must collect all materials, including scratch paper, from each student individually. Do not have students pass materials to the end of a row or aisle. Students may not be dismissed until it is verified that all test materials have been returned.

Securely store the test materials until you begin testing again. Used scratch paper must be returned to the Building Test Coordinator for secure shredding. (You will need to distribute new, blank scratch paper before each part or test sitting.)

Please refer to the "After Testing" chapter on page 33 for specific instructions about assembly and return of materials.

PART 5: General Mathematics Test Administration Information

This section provides an overview of the paper/ pencil testing environment and guidelines for test administration. Use this section to become familiar with what students will experience in taking the assessments, how to prepare for the assessments, and to review general rules for paper/pencil testing. Test Administrators (TAs) should become familiar with this section well in advance of the start of testing.

It is particularly important to understand the difference between helping students understand test directions and helping them with their responses. With the exception of making sure students understand the directions and implementing any approved accommodations, test administrators and proctors **may not give help of any kind** to students during this test. This includes defining or pronouncing words and reading any part of the test aloud to students. These activities are not appropriate and will result in test scores being invalidated.

Student Participation

All students enrolled in grades 3–8 are required to participate in the M-STEP Mathematics Summative Assessment except:

• Students with the most significant cognitive disabilities who meet the criteria for a state-selected or state-developed alternate assessment based on alternate achievement standards (approximately one percent or fewer of the student population).

Participation of Students with Disabilities and/or English Learners

All students, including students with disabilities, English Learners (ELs), and English Learners (ELs) with disabilities, should have equal opportunity to participate in the M-STEP Summative Assessments.

Preparation for the Assessment

Before administering the assessment, make sure that you have the following materials available for students:

- A Test Booklet for each student
- A Student Answer Document for each student
- At least two sharpened No. 2 pencils per student
- Blank scratch paper is optional for students who require it. Blank graph paper may be substituted for the scratch paper in grades 6, 7, and 8. Please note, there is ample room in the test booklet for problem-solving and note-taking activities. If used, a fresh blank piece of scratch or graph paper is required for each part of the test.
- Calculator (Grades 6, 7, and 8 only see specifics in the "Allowable Calculators" section on page 18.)

Test Administrators will need the following:

- A copy of these Test Administration Directions
- Spare sharpened No. 2 pencils (recommended)

General Rules for the Paper/Pencil Assessment

This section provides a brief overview of the general test administration rules for different portions of the assessment.

Test items and performance tasks are presented on separate days. Grades 6 through 8 mathematics tests include several parts in which calculators are permitted and a part where calculators are not allowed. Students may not return to any previously completed part of the test.

The Student Test Booklets, Answer Documents, and, if used, scratch or graph paper are secure materials. First language glossaries are also secure materials. Maintaining the security of all test materials is crucial to obtaining valid and reliable study results.

Grades 7 and 8 Mathematics	Scientific Calculator	A scientific calculator with exponents, trigonometry, and logarithmic functionalities

Therefore, test materials must be kept in locked storage, except during actual test administration. It is the responsibility of all individuals who administer the test to follow security procedures.

Allowable Calculators

Students in grades 6, 7, and 8 are permitted to use calculators in Part 2. Please refer to Table 2, above, which defines acceptable calculators based on their maximum functionality.

Calculator Use Guidelines

- Grades 6, 7, and 8: Part 1 of each test is a non-calculator part. Be sure that no calculators are available until students begin working on Part 2.
- Items are placed in the non-calculator part when students are expected to be able to perform the skill without a calculator.
- Test Administrators are responsible for ensuring and verifying that calculators that have the ability to store functions and equations (e.g., scientific calculators) have the memory cleared before and after each mathematics assessment.
- Calculators cannot have internet connectivity, or be able to connect to anyone inside or outside the classroom during testing.
- Students cannot use a calculator on a laptop or other portable computer, pocket organizer, cell phone, device with a typewriter-style keyboard, electronic writing pad, or pen-input device unless a particular assistive device is required for a student and is specified on his or her IEP.
- No calculators with QWERTY keyboards are allowed.

Testing Times

The "Spring 2018 Estimated Test Times" table on the inside front cover contains the estimated times it will take most students to complete the M-STEP paper/pencil test. This information is for scheduling purposes only, as the **assessments are not timed.**

Estimated test times do not include the following:

- time traveling to and from the testing room
- time to distribute and collect test booklets, answer documents, scratch paper if used, and, when allowed, calculators
- time to complete the first page (demographic page) of the answer document
- time to review paper/pencil test directions and sample items with students

Testing Schedules

Part 1 of the test must be administered before Part 2. The test is **untimed** and student-paced. Students **must** be given as much time as needed during the same continuous session to complete each section of this test. Arrangements should be made before testing begins for any student who may need additional time to complete a part of the test.

Students are expected to complete all test parts assigned to a test day on that day. **Breaks** may be provided between parts, but all test materials must be **securely collected**, **handled and stored before students can be excused** for any breaks or split test sittings.

Grade 8, Day 1: Part 1

You must follow the Student Data Grid Administration directions and script (pages 5-7), and have students complete that process before administering this subjectspecific assessment. Once the Student Data Grid steps are finished you may proceed to administer this assessment using the following directions and script:

Calculators are NOT allowed for Part 1.

DO NOT READ SAMPLES ALOUD.

[SAY] Now you will be taking Part 1 of the M-STEP Mathematics Summative Assessment.

First, open your test booklet to page 3.

We will begin by looking at some sample questions. Read the directions silently as I read them aloud.

DIRECTIONS

You are about to take the Michigan Student Test of Educational Progress, or M-STEP. You have been given a test booklet and answer document.

In order for the results to be valid, you must **NOT**:

- talk to or help another student
- look at or copy another student's answers
- ask for or accept any help from another student
- use your cell phone or any other electronic device including an eBook
- take pictures or make copies of any test materials
- cause a disturbance
- remove test booklet or answer document from the room
- discuss any part of the test with anyone
- post or chat about any part of the test through social media (example: Facebook, Snapchat, Instagram, Twitter, etc.)

[SAY] If you do not understand these requirements or have questions, please raise your hand.

Pause to answer any questions, then continue.

[SAY] This test booklet contains several different types of questions. This Sample Question section shows what certain types of problems look like and how they should be answered in the answer document. You will review these samples along with the test administrator.

When you come to the **STOP** sign, you have finished the sample questions.

DO NOT work on any other part of this test until you are told to do so.

Do you have any questions?

Pause to answer any questions, then continue.

[SAY] Now turn to page 4 and read Sample Question 1 silently.

Give students time to read Sample Question 1.

[SAY] Sample Question 1 is a multiple-choice question that has a single correct answer. The correct answer for this sample question is B.

For these types of questions you will fill in one answer bubble that goes with the answer you chose. Be sure to fill in the bubble completely and make your mark heavy and dark.

If you want to change your answer, completely erase the mark you made before making a new mark.

[SAY] Are there any questions?

Pause to answer any questions, then continue.

[SAY] Now read Sample Question 2 silently.

Give students time to read Sample Question 2.

[SAY] Sample Question 2 is a multiple-select question that has multiple correct answers. The correct answers for this sample question are A and B.

For these types of questions you will fill in all the answer bubbles that go with the answers you chose. Be sure to fill in the bubbles completely and make your marks heavy and dark.

If you want to change an answer, completely erase the mark you made before making a new mark.

Are there any questions?

Pause to answer any questions, then continue.

[SAY] Now read Sample Question 3 silently.

Give students time to read Sample Question 3.

[SAY] Sample Question 3 is a table response question. For this type of question you will need to complete a table with the correct answers. The correct answers for Sample Question 3 are as follows:

- the row A correct answer is N for "No"
- the row B correct answer is N for "No"
- the row C correct answer is Y for "Yes"

[SAY] For these types of questions you will fill in the answer bubble that goes with the answer you chose for each row in the table. Be sure to fill in the bubbles completely and make your marks heavy and dark.

If you want to change an answer, completely erase the mark you made before making a new mark.

Are there any questions?

Pause to answer any questions, then continue.

[SAY] Now read Sample Question 4 silently.

Give students time to read Sample Question 4.

[SAY] Sample Question 4 is a short-response question. The correct answer for this sample question is a dot on the number line on the tick mark that is 5 marks to the right of the point labeled "0."

For these types of questions you must write or draw your answers in the boxes or on the graphics provided in your answer document. Write or draw neatly, so you will be scored accurately.

Anything you write or draw outside the boxes or graphics provided in your answer document will not be scored.

Are there any questions?

Pause to answer any questions, then continue.

[SAY] Now read Sample Question 5 silently.

Give students time to read Sample Question 5.

[SAY] Sample Question 5 is also a short-response question. The correct answer for this sample question is 3/4 or .75.

For these types of questions you must write or draw your answers in the boxes or on the graphics provided in your answer document. Write or draw neatly, so you will be scored accurately.

Anything you write or draw outside the boxes or graphics provided in your answer document will not be scored.

Are there any questions?

Pause to answer any questions, then continue.

[SAY] Turn to page 3 in your answer document.

Turn to page 7 in your test booklet.

Read the directions silently as I read them aloud.

DIRECTIONS

You will be taking Part 1 of the Mathematics M-STEP. In this part, you will answer different types of mathematics questions. Some questions may include a picture, chart, or other mathematics-related information. Use that information with what you know to answer the question. You may **NOT** use a calculator for this part of the test. You may underline, circle, or write in this test booklet to help you, but nothing marked in this test booklet will be scored.

Read each question carefully and follow the directions. Mark your answers in your **Answer Document** with a No. 2 pencil. If you erase an answer, be sure to erase it completely. Remember that if you skip a question in the test booklet, you need to skip the answer space for that question on the **Answer Document**. If you are not sure of an answer, mark your **best** choice. **[SAY]** When you come to the **STOP** sign, you have finished Part 1. If you finish early, you may go back and check your work for Part 1 only.

DO NOT work on any other part of this test until you are told to do so. When you have finished, please close your test booklet and answer document and sit quietly.

It is important to do your best on this test so your teacher and school can know how much you have learned this school year.

Do you have any questions?

Pause to answer any questions, then continue.

[SAY] Make sure you are on page 3 in your answer document.

You may turn the page in your test booklet and begin.

When the students have finished,

[SAY] Okay. We will stop now. Please close your test booklet and answer document. Remain quietly in your seat until all materials are collected.

Before dismissing students (whether it's for a break, or between separate test sittings, or the end of testing) you must collect all materials, including scratch paper, from each student individually. Do not have students pass materials to the end of a row or aisle. Students may not be dismissed until it is verified that all test materials have been returned.

Securely store the test materials until you begin testing again. Used scratch paper must be returned to the Building Test Coordinator for secure shredding. (You will need to distribute new, blank scratch paper before each part or test sitting.)

Grade 8, Day 1: Part 2

Be sure that each student has his or her own test booklet and answer document, a sharpened No. 2 pencil with an eraser, and, if used, a fresh sheet of blank scratch paper. Students will record their answers in their answer document.

Scientific calculators are allowed for Part 2.

[SAY] Turn to the front cover of your answer document. Make sure you have the answer document with **your** name on it and not another student's answer document. Please do not open your test booklet until I tell you to do so. Make sure you are using a No. 2 pencil with an eraser when taking this test. Pens are not allowed.

Pause to make sure the students have their own test booklet and answer document.

[SAY] Now you will be taking Part 2 of the M-STEP Mathematics Summative Assessment.

Turn to page 3 in your answer document.

Turn to page 17 in your test booklet.

Read the directions silently as I read them aloud.

DIRECTIONS

You will be taking Part 2 of the Mathematics M-STEP. In this part, you will answer different types of mathematics questions. Some questions may include a picture, chart, or other mathematics-related information. Use that information with what you know to answer the question. Calculators are allowed for this part of the test. You may underline, circle, or write in this test booklet to help you, but nothing marked in this test booklet will be scored.

Read each question carefully and follow the directions. Mark your answers in your **Answer Document** with a No. 2 pencil. If you erase an answer, be sure to erase it completely. Remember that if you skip a question in the test booklet, you need to skip the answer space for that question on the **Answer Document**. If you are not sure of an answer, mark your **best** choice. **[SAY]** When you come to the **STOP** sign, you have finished Part 2. If you finish early, you may go back and check your work for Part 2 only.

DO NOT work on any other part of this test until you are told to do so. When you have finished, please close your test booklet and answer document and sit quietly.

Do you have any questions?

Pause to answer any questions, then continue.

[SAY] Make sure you are on page 3 in your answer document.

You may turn the page in your test booklet and begin.

When the students have finished,

[SAY] Okay. We will stop now. Please close your test booklet and answer document. Remain quietly in your seat until all materials are collected.

Before dismissing students (whether it's for a break, or between separate test sittings, or the end of testing) you must collect all materials, including scratch paper, from each student individually. Do not have students pass materials to the end of a row or aisle. Students may not be dismissed until it is verified that all test materials have been returned.

Securely store the test materials until you begin testing again. Used scratch paper must be returned to the Building Test Coordinator for secure shredding. (You will need to distribute new, blank scratch paper before each part or test sitting.)

Please refer to the "After Testing" chapter on page 33 for specific instructions about assembly and return of materials.

PART 7: General Science Field Test Administration Information

This *M-STEP Grade 8 Test Administration Directions* document contains grade-specific test administration procedures and valuable tips and instructions. It is important that test administrators review this entire document before administering the science field test.

It is particularly important to understand the difference between helping students understand test directions and helping them with their responses. With the exception of making sure students understand the directions and implementing any approved accommodations, test administrators and proctors **may not give help of any kind** to students during this test. This includes defining or pronouncing words and reading any part of the test aloud to students. These activities are not appropriate and will result in test scores being invalidated.

Student Participation

All students enrolled in grades 5, 8, and 11 are required to participate in the M-STEP Science Field Test except:

• Students with the most significant cognitive disabilities who meet the criteria for a state-selected or state-developed alternate assessment based on alternate achievement standards (approximately one percent or fewer of the student population).

Participation of Students with Disabilities and/or English Learners

All students, including students with disabilities, English Learners (ELs), and English Learners (ELs) with disabilities, should have equal opportunity to participate in the M-STEP Summative Assessments.

Preparation for the Assessment

Before administering the assessment, make sure that you have the following materials available for students:

- A Test Booklet for each student
- A Student Answer Document for each student
- At least two sharpened No. 2 pencils per student
- Blank scratch paper is optional for students who require it. Please note, there is ample room in the test booklet for problem-solving and note-taking activities.

Test Administrators will need the following:

- A copy of these Test Administration Directions
- Spare sharpened No. 2 pencils (recommended)

General Rules for the Paper/ Pencil Assessment

Test booklets, used answer documents, used scratch paper, and accommodated versions of the test are secure materials that must be carefully monitored. These materials must be kept in **locked** storage while in schools. Students may write in their test booklets. If used, scratch paper must be collected upon completion of each part and immediately returned to the building test coordinator for shredding. Any materials or resources not listed above are not allowed unless specified as an assessment accommodation.

Students are **not** allowed to use dictionaries or other reference materials during any part of this test.

Testing Times

The Spring 2018 Estimated Test Times table on the inside front cover contains the estimated times it will take most students to complete the M-STEP paper/pencil test. This information is for scheduling purposes only, as the **assessments are not timed**.

Estimated test times do not include the following:

- time traveling to and from the testing room
- time to distribute and collect test booklets, answer documents and scratch paper if used
- time to complete the first page (demographic page) of the answer document
- time to review paper/pencil test directions with students

The test is **untimed** and student-paced. Students **must** be given as much time as needed during the same continuous session to complete each section of this test. Arrangements should be made before testing begins for any student who may need additional time to complete a part of the test.

PART 8: Administering the M-STEP Science Field Test

You must follow the Student Data Grid Administration directions and script (pages 5-7), and have students complete that process before administering this subjectspecific assessment. Once the Student Data Grid steps are finished you may proceed to administer this assessment using the following directions and script:

Directions for the M-STEP Grade 8 Science Field Test

[SAY] Now you will be taking the M-STEP Science Field Test.

Turn to page 3 in your answer document.

Open your test booklet to page 3.

Read the directions silently as I read them aloud.

DIRECTIONS:

You are about to take the Michigan Student Test of Educational Progress, or M-STEP. You have been given a test booklet and answer document.

In order for the results to be valid, you must **NOT**:

- talk to or help another student
- look at or copy another student's answers
- ask for or accept any help from another student
- use your cell phone or any other electronic device including an eBook
- take pictures or make copies of any test materials
- cause a disturbance
- remove test booklet or answer document from the room
- discuss any part of the test with anyone
- post or chat about any part of the test through social media (example: Facebook, Snapchat, Instagram, Twitter, etc.)

[SAY] If you do not understand any of these requirements, please raise your hand.

Pause to answer any questions, then continue.

[SAY] TEST DIRECTIONS:

You will be taking the Science M-STEP. This test includes passages and pictures that you will read and use to answer different types of questions. You may underline, circle, or write in this test booklet to help you, but nothing marked in this test booklet will be scored.

Carefully read each passage and look at each picture before answering the questions that follow. Mark your answers in your **Answer Document** with a No. 2 pencil. If you erase an answer, be sure to erase it completely. Remember that if you skip a question in the test booklet, you need to skip the answer space for that question on the **Answer Document**. If you are not sure of an answer, mark your **best** choice.

A Periodic Table of the Elements has been provided for your reference on the next page.

When you come to the **STOP** sign, you have finished the test. If you finish early, you may go back and check your work. Check to make sure that you have answered every question.

It is important to do your best on this test so your teacher and school can know how much you have learned this school year.

Do you have any questions?

Pause to answer any questions, then continue.

[SAY] Make sure you are on page 3 in your answer document.

You may turn the page in your test booklet and begin.

When all or most of the students have completed the test,

[SAY] Okay. We will stop now. Please close your test booklet and answer document. Remain quietly in your seat until all materials are collected.

Before dismissing students (whether it's for a break, or between separate test sittings, or the end of testing) you must collect all materials, including scratch paper, from each student individually. Do not have students pass materials to the end of a row or aisle. Students may not be dismissed until it is verified that all test materials have been returned.

Please refer to the "After Testing" chapter on page 33 for specific instructions about assembly and return of materials.

PART 9: General Social Studies Test Administration Information

This *M-STEP Grade 8 Test Administration Directions* document contains grade-specific test administration procedures and valuable tips and instructions. It is important that test administrators review this entire document before administering the social studies test.

It is particularly important to understand the difference between helping students understand test directions and helping them with their responses. With the exception of making sure students understand the directions and implementing any approved accommodations, test administrators and proctors **may not give help of any kind** to students during this test. This includes defining or pronouncing words and reading any part of the test aloud to students. These activities are not appropriate and will result in test scores being invalidated.

Student Participation

All students enrolled in grades 5, 8, and 11 are required to participate in the M-STEP Social Studies Summative Assessment except:

• Students with the most significant cognitive disabilities who meet the criteria for a state-selected or state-developed alternate assessment based on alternate achievement standards (approximately one percent or fewer of the student population).

Participation of Students with Disabilities and/or English Learners

All students, including students with disabilities, English Learners (ELs), and English Learners (ELs) with disabilities, should have equal opportunity to participate in the M-STEP Summative Assessments.

Preparation for the Assessment

Before administering the assessment, make sure that you have the following materials available for students:

- A Test Booklet for each student
- A Student Answer Document for each student
- At least two sharpened No. 2 pencils per student
- Blank scratch paper is optional for students who require it. Please note, there is ample room in the test booklet for problem-solving and note-taking activities. If used, a fresh blank piece of scratch paper is required for each part of the test.

Test Administrators will need the following:

- A copy of these Test Administration Directions
- Spare sharpened No. 2 pencils (recommended)

General Rules for the Paper/ Pencil Assessment

Test booklets, used answer documents, used scratch paper, and accommodated versions of the test are secure materials that must be carefully monitored. These materials must be kept in **locked** storage while in schools. Students may write in their test booklets. If used, scratch paper must be collected upon completion of each part and immediately returned to the building test coordinator for shredding. Any materials or resources not listed above are not allowed unless specified as an assessment accommodation.

Students are **not** allowed to use dictionaries or other reference materials during any part of this test.

Students may not return to any previously completed part of the test.

Testing Times

The "Spring 2018 Estimated Test Times" table on the inside front cover contains the estimated times it will take most students to complete the M-STEP paper/pencil test. This information is for scheduling purposes only, as the **assessments are not timed**.

Estimated test times do not include the following:

- time traveling to and from the testing room
- time to distribute and collect test booklets, answer documents and scratch paper if used
- time to complete the first page (demographic page) of the answer document
- time to review paper/pencil test directions and sample items with students

Part 1 of the test must be administered before Part 2. The test is **untimed** and student-paced. Students **must** be given as much time as needed during the same continuous session to complete each section of this test. Arrangements should be made before testing begins for any student who may need additional time to complete a part of the test.

Students are expected to complete all test parts assigned to a test day on that day. **Breaks** may be provided between parts, but all test materials must be **securely collected**, **handled and stored before students can be excused** for any breaks or split test sittings.

PART 10: Administering the M-STEP Social Studies Summative Assessment

You must follow the Student Data Grid Administration directions and script (pages 5-7), and have students complete that process before administering this subjectspecific assessment. Once the Student Data Grid steps are finished you may proceed to administer this assessment using the following directions and script:

Directions for Part 1: M-STEP Grade 8 Social Studies Test

[SAY] Now you will be taking Part 1 of the M-STEP Social Studies Summative Assessment.

Turn to page 2 in your answer document.

Open your test booklet to page 3.

Read the directions silently as I read them aloud.

PART 1:

You are about to take the Michigan Student Test of Educational Progress, or M-STEP. You have been given a test booklet and answer document.

In order for the results to be valid, you must **NOT**:

- talk to or help another student
- look at or copy another student's answers
- ask for or accept any help from another student
- use your cell phone or any other electronic device including an eBook
- take pictures or make copies of any test materials
- cause a disturbance
- remove test booklet or answer document from the room

[SAY]

- discuss any part of the test with anyone
- post or chat about any part of the test through social media (example: Facebook, Snapchat, Instagram, Twitter, etc.)

TEST DIRECTIONS:

In this part, you will answer multiple-choice social studies questions. Some questions may include a passage, map, or other social studies-related information. Use that information with what you know to answer the questions.

You must mark all of your answers in Part 1 of your **Answer Document** with a number 2 pencil. You may underline, circle, or write in this test booklet to help you, but nothing marked in this test booklet will be scored.

Mark only one answer for each question. Completely fill in the corresponding circle on your **Answer Document**. If you erase an answer, be sure to erase it completely. Remember that if you skip a question in the test booklet, you need to skip the answer space for that question on the **Answer Document**. If you are not sure of an answer, mark your **best** choice.

A sample question is provided for you below.

Sample Multiple-Choice Question:

Which economic activity is **most** important in Florida today?

- A logging
- **B** trapping
- **C** growing potatoes and apples
- **D** growing grapefruits and oranges

For this sample question, the correct answer is **D**. Circle **D** is filled in for the sample question on your **Answer Document**. **[SAY]** Once you have reached the word **STOP** in your test booklet, do **NOT** go on to the next page. If you finish early, you may go back and check your work in Part 1 of the test **ONLY**. Check to make sure that you have answered every question. Do **NOT** look at any other part of the test.

If you do not understand any of these directions, please raise your hand.

Pause to answer any questions, then continue.

[SAY] You may turn the page in your test booklet and begin.

When all or most of the students have completed this part,

[SAY] Okay. We will stop now. Please close your test booklet and answer document. Remain quietly in your seat until all materials are collected.

Before dismissing students (whether it's for a break, or between separate test sittings, or the end of testing) you must collect all materials, including scratch paper, from each student individually. Do not have students pass materials to the end of a row or aisle. Students may not be dismissed until it is verified that all test materials have been returned.

Securely store the test materials until you begin testing again. Used scratch paper must be returned to the Building Test Coordinator for secure shredding. (You will need to distribute new, blank scratch paper before each part or test sitting.)

Directions for Part 2: M-STEP Grade 8 Social Studies Test

Be sure that each student has his or her own test booklet and answer document, a sharpened No. 2 pencil with an eraser, and, if used, a fresh sheet of blank scratch paper. Students will record their answers in their answer document.

[SAY] Turn to the front cover of your answer document. Make sure you have the answer document with **your** name on it and not another student's answer document. Please do not open your test booklet until I tell you to do so. Make sure you are using a No. 2 pencil with an eraser when taking this test. Pens are not allowed.

Pause to make sure the students have their own test booklet and answer document.

[SAY] Now you will be taking Part 2 of the M-STEP Social Studies Summative Assessment.

Turn to page 2 in your answer document.

Turn to page 17 in your test booklet.

Read the directions silently as I read them aloud.

DIRECTIONS:

In this part, you will answer multiple-choice social studies questions. Some questions may include a passage, map, or other social studies-related information. Use that information with what you know to answer the question.

You must mark all of your answers in Part 2 of your **Answer Document** with a number 2 pencil. You may underline, circle, or write in this test booklet to help you, but nothing marked in this test booklet will be scored. **[SAY]** Mark only one answer for each question. Completely fill in the corresponding circle on your **Answer Document**. If you erase an answer, be sure to erase it completely. Remember that if you skip a question in the test booklet, you need to skip the answer space for that question on the **Answer Document**. If you are not sure of an answer, mark your **best** choice.

A sample question is provided for you below.

Sample Multiple-Choice Question:

Which economic activity is **most** important in Florida today?

- A logging
- B trapping
- **C** growing potatoes and apples
- **D** growing grapefruits and oranges

For this sample question, the correct answer is **D**. Circle **D** is filled in for the sample question on your **Answer Document**.

Once you have reached the word **STOP** in your test booklet, do **NOT** go on to the next page. If you finish early, you may go back and check your work in Part 2 of the test **ONLY**. Check to make sure that you have answered every question. Do **NOT** look at any other part of the test.

If you do not understand any of these directions, please raise your hand.

Pause to answer any questions, then continue.

[SAY] You may turn the page in your test booklet and begin.

When all or most of the students have completed this part,

[SAY] Okay. We will stop now. Please close your test booklet and answer document. Remain quietly in your seat until all materials are collected.

Before dismissing students (whether it's for a break, or between separate test sittings, or the end of testing) you must collect all materials, including scratch paper, from each student individually. Do not have students pass materials to the end of a row or aisle. Students may not be dismissed until it is verified that all test materials have been returned.

Securely store the test materials until you begin testing again. Used scratch paper must be returned to the Building Test Coordinator for secure shredding. (You will need to distribute new, blank scratch paper before each part or test sitting.)

Please refer to the "After Testing" chapter on page 33 for specific instructions about assembly and return of materials.

PART 11: After Testing

Assemble Materials for Return

After testing has been completed, prepare materials to be returned to the Building Test Coordinator.

Check to make sure that all Student Answer Documents have been removed from inside the test booklets. In addition, make sure that no scratch paper was left inside the answer documents. Remove any extraneous material.

Only one answer document per student/content area may be submitted. If multiple answer documents for any student are identified, please ensure that all responses are transcribed into a single answer document.

Make sure that responses for students taking the Braille version of the test have been transferred to standard answer documents with Form 88 bubbled on the front.

Checklist for Test Administrators

- 1. Remember to affix the student bar code label, complete the requested information on the front of each Student Answer Document, and return all Test Booklets and Answer Documents to the Building Test Coordinator.
- 2. Bundle all unused materials together and return them to your Building Test Coordinator.
- Bundle together all of the scratch paper, and any L1 Glossary Reference Sheets and return to the Building Test Coordinator. This material is to be securely handled and destroyed. Do NOT dispose of the scratch paper or glossaries by placing it in the trash. This material must be securely destroyed.


M-STEP 2018 Paper/Pencil Summative Assessment Administration Directions

Office of Educational Assessment and Accountability(OEAA) Phone: 1-877-560-8378 Website: www.michigan.gov/oeaa Email: mde-oeaa@michigan.gov

Appendix A.6 Student Supports and Accommodations Table

M-STEP, MI-Access, SAT, ACT WorkKeys, and WIDA Student Supports and Accommodations Table

Revised January 31, 2018



This document contains state allowed universal tools, supports, and accommodations for the M-STEP, MI-Access, SAT, ACT WorkKeys, and WIDA assessments. Educators should be sure to also refer to the corresponding <u>Supports</u> <u>and Accommodations Guidance Document</u> also found on each of these assessments' pages. Go to the MDE <u>Student</u> <u>Assessment web page</u> (www.michigan.gov/baa) and select the assessment from the left naviagation bar.

Special Notes

Screen Readers and Voice Recognition Software for M-STEP and MI-Access Assessments

Voice recognition software is incompatible with the INSIGHT system (M-STEP and MI-Access assessments). Screen readers may be incompatible, however educators are encouraged to test out the screen readers with the OTTs prior to the assessment administration. Please keep in mind that students needing oral presentation support have the text-to-speech or human reader (read aloud) options available to them. Students may also use a scribe for all content areas and modes. Please refer to the tables included in this document for more information related to these supports. For additional supports questions and needs, contact the Office of Educational Assessment and Accountability) at <u>mde-oeaa@michigan.gov</u>.

Use of Computers with Alternative Access for an Alternate Response Mode for M-STEP and MI-Access Assessments (e.g., switches, alternative keyboards, eye-gaze motion sensors, voice recognition software, head or mouth pointer, specialized trackballs or mouses)

Online districts with students utilizing these supports should first attempt to ensure these devices are compatible with the INSIGHT system by testing them with the OTTs. It is possible that they may be incompatible with the system. If they are not and educators need help in determining best next steps for assessing students, please contact the Office of Educational Assessment and Accountability) at mde-oeaa@michigan.gov or calling 1-877-560-8378.

Reading the Universal Tools, Designated Supports, and Accommodations Tables

As you review the tables showing available supports, please refer to the following information:

- Supports are organized and shown by program, either as Universal Tools (available to all students), Designated Supports (a designation made by a teacher or administrator who works with the student), or Accommodations (requires designation by an Individualized Education Program [IEP] or Section 504 plan).
- The Support Type column provides a brief description of the support offered. This column also indicates whether
 a support is available within the online delivery system itself (embedded E) or if it must be provided by the
 district as a resource external to what is available through Insight (non-embedded NE). All paper/pencil
 supports are considered non-embedded.



However, for more detailed information regarding which student groups would best be served by those supports, and for additional information regarding the support's use, educators must refer to the **Designated Supports** section of the <u>Michigan Supports and Accommodations Guidance Document</u>.

- The **Mode** column indicates the testing mode (online or paper-pencil) in which the support can be used. Pay particular attention to these designations, because not all supports are available for both modes.
- The **How to Access** column provides information regarding whether districts must order the support through the MDE Secure Site, if they can download it, or if they must provide students' access to the support by setting the feature in the eDIRECT system prior to the students' testing. The column also indicates whether or not the support or accommodation must be "bubbled" on the answer document. Testing coordinators should also refer to a specific assessment's Test Administration Manual.

Explanation of Symbols in the How to Access column

- ✓ This feature must be set by the Test Administrator in the eDIRECT system prior to testing
- This material must be ordered or downloaded through the MDE Secure Site
- This support must be recorded as something the student will be using in the eDIRECT system
- **B** This support should be bubbled on the paper/pencil answer document when used

Standard Test Administration Practices

The following list shows Michigan supports previously identified as "accommodations," but now considered general Test Administration Practices for the M-STEP assessments (note: many districts will still need to assign their use at the individual student level):

- Administration of the assessment at a time most beneficial to the student, with appropriate supervision
- Extended assessment time
- Use of special adaptive writing tools such as pencil grip or larger pencil
- Use of accommodated seating, special lighting, or furniture
- Placement of student where he/she is most comfortable (e.g., front of the room, back of the room)
- Use of alternative writing position (e.g., desk easel, student standing up)
- Accommodation for student to move, stand or pace during assessment in a manner where others' work cannot be seen and is not distracting to others (e.g., kneeling, constant movement)
- Use of concentration aids (e.g., stress balls, T-stools)
- Visual, auditory or physical cues from the teacher to the student to begin, maintain, or finish an assessment task

Future Supports

A number of supports currently available for M-STEP assessments may be phased out in future years, due to potential risks and based on continuing research of their reliability and validity. It is the hope of OEAA to replace these allowable supports with more reliable, comparable supports for students.



M-STEP Mathematics

A Note about Non-Standard Tools/Supports/Accommodations

If educators do not see a particular support listed in the table for each test and are interested in providing that support for a student, the educators <u>must</u> contact the Office of Standards & Assessment to request its use. Educators would send their request in an email to <u>mde-oeaa@michigan.gov</u>; the request must include the following:

- in the Subject line: Example Accessibility Support Request for M-STEP Mathematics
- educator's name, school/district, and contact information
- a description of the desired accessibility support to be provided to a student
- an explanation of why the accessibility support may be needed for the assessment

Explanation of Symbols in the How to Access column

- ✓ This feature must be set by the Test Administrator in the eDIRECT system prior to testing
- This material must be ordered or downloaded through the MDE Secure Site
- This support must be recorded as something the student will be using in the eDIRECT system
- **B** This support should be bubbled on the paper/pencil answer document when used

Additional Materials Required for Paper/Pencil and Online:

Students in grades 6 and above can have access to graph paper during the assessment. Please refer to the M-STEP Test Administrator Manual for more information on accessing this material.

Universal Tools - M-STEP Mathematics

No.	Support Type	Mode	How to Access
	Breaks – within the same day per test session: If the text is paused and the break is less than 20 minutes, student does not need original login ticket to restart online test session; if more than 20 minutes, student must use original login ticket to resume test session	Paper/Pencil Online	
	 Administration of the assessment in an alternate education setting (in school) with appropriate supervision Bilingual/English as a Second Language setting Special education setting In a distraction-free space or alternate location (e.g., a separate room or location within the room) 	Paper/Pencil Online (NE)	
1	Administration of the assessment individually or in a small group (no more than 5 students)	Paper/Pencil Online (NE)	*



No.	Support Type	Mode	How to Access
	 Assessment directions Teacher may emphasize key words in directions Teacher may repeat directions exactly as worded in administrator manual Student may restate directions in his/her own words Student may ask for clarification of directions 	Paper/Pencil Online (NE)	
	Highlighter	Paper/Pencil Online (E/NE)	
	Cross-Off (answer eliminator)	Paper/Pencil Online (E)	
	Sticky Notes	Online (E)	
	Scratch paper (collection and secure disposal required)	Paper/Pencil Online (NE)	
	Graph paper – will be shipped to all online schools for students in grades 6-8	Online (NE)	
	Mark for Review (flag) (Available only on Stacked Spanish and VSL tests)	Paper/Pencil Online (E)	
	Use of page flags and reading guides on test booklets	Paper/Pencil	
	Line guide	Online (E)	
	Magnifier	Online (E)	
	Embedded Calculator (available on calculator enabled items only)	Online (E)	



Designated Supports - M-STEP Mathematics

No.	Support Type	Mode	How to Access
	Administration of the assessment in an alternate education setting (out of school) with appropriate supervision (e.g., at home when student is homebound, in care facility when it is medically necessary)	Paper/Pencil	
	Administration of the assessment in an interim alternative education setting (out of school) with appropriate supervision (e.g., juvenile facility)	Paper/Pencil	
4	Noise buffers (e.g., ear mufflers, white noise, and/or other equipment to block external sounds)	Paper/Pencil Online (NE)	B ❖
5	Qualified translator providing oral translations of directions and/or of test items for students in appropriate language (review the Spanish Read Aloud Guidelines, Supports and Accommodations Manual and the OEAA Recommendations for Translators document)	Paper/Pencil Online (NE)	B �
6	Text-to-Speech (Items Only, TTS) for math items including response options, includes Follow Along	Online (E)	\checkmark
8	Read aloud (Human Reader) – test questions, response options read aloud by human reader – individual administration required when used with online testers (use of M-STEP Read-Aloud Guidelines required)	Paper/Pencil Online (NE)	B ❖
9	 Use of translated Spanish form (Stacked): Paper/Pencil: Spanish and English test items Online: Stacked translation, split screen with Spanish and English test items, may need to use with bilingual word-to-word dictionary (student responses must be in English regardless of mode) 	Paper/Pencil Online (E)	○ B ✓
10	Use of L1 (1st language) reference sheets – available in: Arabic, Cantonese, Ilokano, Korean, Mandarin, Punjabi (Eastern and Western), Spanish, Tagalog, Russian, Ukrainian, and Vietnamese (L1 Glossary)	Paper/Pencil	O B
11	Use of non-electronic word-to-word bilingual dictionaries for students whose language is not currently available for the L1 glossing reference sheets (must not provide definitions)	Paper/Pencil Online (NE)	
12	Use of auditory amplification devices or special sound systems	Paper/Pencil Online (NE)	*
13	Use of visual aids (e.g., closed circuit television, magnification devices)	Paper/Pencil Online (NE)	*
14	Masking	Paper/Pencil Online (E)	\checkmark
	Use of a page turner	Paper/Pencil	
	Use of non-skid surface that will not damage the answer document or scanning equipment (NOT tape or other adhesive)	Paper/Pencil	



No.	Support Type	Mode	How to Access
15	Color choices (CC)	Paper/Pencil Online (E)	\checkmark
16	Contrasting color (CTC)	Paper/Pencil Online (E)	\checkmark
18	Scribe (use of OEAA Scribing Protocol required)	Paper/Pencil Online (NE)	B �
19	Multiple-day testing – Allowable as intentional scheduling for some students who use additional supports	Paper/Pencil	В

Accommodations - M-STEP Mathematics

No.	Support Type	Mode	How to Access
	Braille – Contracted and Uncontracted available for paper/pencil. Refer to the M-STEP Math TAM for information on ordering paper/pencil materials	Paper/Pencil	0 Β ✓
21	Enlarged print	Paper/Pencil	O B
22	Use of OEAA's Multiplication Table (Grade 4 and above only)	Paper/Pencil Online (NE)	0 *
23	Abacus	Paper/Pencil Online (NE)	B ❖
	Use of counters, coins, base-10 blocks or other manipulatives for solving mathematics problems	Paper/Pencil Online (NE)	
24	Non-embedded calculator (Grade 6 and above only) or specialized calculator such as enlarged buttons, etc. Allowable ONLY on calculator section/items with calculator	Online (NE)	*
25	Directions provided by test administrator using American Sign Language (ASL) or Signed Exact English (SEE)	Paper/Pencil Online (NE)	В �
26	Test content provided in American Sign Language (ASL) or Signed Exact English (SEE) (Online: Video Sign Language [VSL])	Paper/Pencil Online (E)	B √
27	Alternative Communication Device – use of computers with alternative access for an alternate response mode (e.g. switches, alternative keyboards, eye-gaze motion sensors, voice recognition software, head or mouth pointer, specialized trackballs or mice): please contact OEAA	Paper/Pencil Online (NE)	B ❖
	Use of word processor for constructed response items (word prediction/spell check turned off)	Paper/Pencil	



M-STEP English Language Arts (ELA)

A Note about Non-Standard Tools/Supports/Accommodations

If educators do not see a particular support listed in the table for each test and are interested in providing that support for a student, educators <u>must</u> contact the Office of Standards & Assessment to request its use. Educators would send their request in an email to <u>mde-oeaa@michigan.gov</u>; the request must include the following:

- in the Subject line: Accessibility Support Request for M-STEP ELA
- educator's name, school/district, and contact information
- a description of the desired accessibility support to be provided to a student
- an explanation of why the accessibility support may be needed for the assessment

Explanation of Symbols in the How to Access column

- ✓ This feature must be set by the Test Administrator in the eDIRECT system prior to testing
- This material must be ordered or downloaded through the MDE Secure Site
- This support must be recorded as something the student will be using in the eDIRECT system
- **B** This support should be bubbled on the paper/pencil answer document when used

Additional Materials/Resources Required for Online:

Headphones – All students will be assessed on Listening comprehension items that are embedded throughout the ELA assessment.

Universal Tools - M-STEP English Language Arts (ELA)

No.	Support Type	Mode	How to Access
	Breaks – within the same day per test session: If the text is paused and the break is less than 20 minutes, student does not need original login ticket to restart on- line test session; if more than 20 minutes, student must use original login ticket to resume test session	Paper/Pencil Online	
	 Administration of the assessment in an alternate education setting (in school) with appropriate supervision Bilingual/English as a Second Language setting Special education setting In a distraction-free space or alternate location (e.g., a separate room or location within the room) 	Paper/Pencil Online (NE)	
1	Administration of the assessment individually or in a small group (no more than 5 students)	Paper/Pencil Online (NE)	*



No.	Support Type	Mode	How to Access
	 Assessment directions Teacher may emphasize key words in directions Teacher may repeat directions exactly as worded in administrator manual Student may restate directions in his/her own words Student may ask for clarification of directions 	Paper/Pencil Online (NE)	
	Highlighter	Paper/Pencil Online (E)	
	Cross-Off (answer eliminator)	Paper/Pencil Online (E)	
	Sticky Notes	Online (E)	
	Scratch paper (collection and secure disposal required)	Paper/Pencil Online (NE)	
	Mark for Review (flag) (Available only on Closed Captioning and VSL tests)	Paper/Pencil Online (E)	
	Use of page flags and reading guides on test booklets	Paper/Pencil	
	Line guide	Online (E)	
	Writing tools (bold, italic, etc.)	Online (E)	
	Use of special adaptive writing tools such as pencil grip or larger pencil	Paper/Pencil	
	Magnifier	Online (E)	



Designated Supports - M-STEP English Language Arts (ELA)

No.	Support Type	Mode	How to Access
	Administration of the assessment in an alternate education setting (out of school) with appropriate supervision (e.g., at home when student is homebound, in care facility when it is medically necessary)	Paper/Pencil	
	Administration of the assessment in an interim alternative education setting (out of school) with appropriate supervision (e.g., juvenile facility)	Paper/Pencil	
4	Noise buffers (e.g., ear mufflers, white noise, and/or other equipment to block external sounds)	Paper/Pencil Online (NE)	B �
6	Text-to-Speech (Items Only, TTS) test questions and answer options in grades 3-8	Online (E)	\checkmark
8	Read aloud (Human Reader) – test questions and answer options read aloud in grades 3-8 by human reader (refer to the Read-Aloud Guidelines document)	Paper/Pencil Online (NE)	В �
12	Use of auditory amplification devices or special sound systems	Paper/Pencil Online (NE)	*
13	Use of visual aids (e.g., closed circuit television, magnification devices)	Paper/Pencil Online (NE)	*
14	Masking	Online (E)	\checkmark
	Use of a page turner	Paper/Pencil	
	Use of non-skid surface that will not damage the answer document or scanning equipment (NOT tape or other adhesive)	Paper/Pencil	
15	Color choices (CC)	Paper/Pencil Online (E)	\checkmark
16	Contrasting color (CTC)	Paper/Pencil Online (E)	\checkmark
18	Scribe – non-Writing (non-constructed response) test questions (Use of M-STEP Scribing Protocol required)	Paper/Pencil Online (NE)	В �
19	Multiple-day testing – Allowable as intentional scheduling for some students who use additional supports	Paper/Pencil	В



Accommodations - M-STEP English Language Arts (ELA)

No.	Support Type	Mode	How to Access
31	Text-to-speech (Items & Passages, TTS Passages) – test questions, answer options, and reading passages in grades 6-8	Online (E)	✓
28	Read aloud (Human Reader) – reading passages in grades 6-8 by human reader (use of M-STEP Read-Aloud Guidelines required)	Paper/Pencil Online (NE)	В �
	Braille – Contracted and Uncontracted available for paper/pencil. Refer to the M-STEP Math TAM for information on ordering paper/pencil materials	Paper/Pencil	○ B ✓
21	Enlarged print	Paper/Pencil	O B
25	Directions provided by test administrator using American Sign Language (ASL) or Signed Exact English (SEE)	Paper/Pencil Online (NE)	В �
26	Test content provided in American Sign Language (ASL) or Signed Exact English (SEE) (Online: Video Sign Language [VSL])	Paper/Pencil Online (E)	B ✓
30	Scribe – Writing test questions (use of OEAA Scribing Protocol required)	Paper/Pencil Online (NE)	В �
33	Closed captioning (CCAPTION)	Online (E)	✓
	Use of adapted paper, additional paper, lined or grid paper for recording answers (Alternate Response)	Paper/Pencil	
27	Alternative Communication Device – use of computers with alternative access for an alternate response mode (e.g. switches, alternative keyboards, eye-gaze motion sensors, voice recognition software, head or mouth pointer, specialized trackballs or mice): please contact OEAA	Paper/Pencil Online (NE)	B ❖
	Use of word processor for constructed response items (word prediction/spell check turned off)	Paper/Pencil	



M-STEP Science and Social Studies

A Note about Non-Standard Tools/Supports/Accommodations

If educators do not see a particular support listed in the table for each test and are interested in providing that support for a student, the educators <u>must</u> contact the Office of Standards & Assessment to request its use. Educators would send their request in an email to <u>mde-oeaa@michigan.gov</u>; the request must include the following:

- in the Subject line: Example Accessibility Support Request for M-STEP Science (or Social Studies)
- educator's name, school/district, and contact information
- a description of the desired accessibility support to be provided to a student
- an explanation of why the accessibility support may be needed for the assessment

Explanation of Symbols in the How to Access column

- ✓ This feature must be set by the Test Administrator in the eDIRECT system prior to testing
- This material must be ordered or downloaded through the MDE Secure Site
- This support must be recorded as something the student will be using in the eDIRECT system
- B This support should be bubbled on the paper/pencil answer document when used

Additional Materials Required for Paper/Pencil and Online: None

Universal Tools - M-STEP Science and Social Studies

No.	Support Type	Mode	How to Access
	Breaks – within the same day per test session: If the text is paused and the break is less than 20 minutes, student does not need original login ticket to restart online test session; if more than 20 minutes, student must use original login ticket to resume test session	Paper/Pencil Online	
	 Administration of the assessment in an alternate education setting (in school) with appropriate supervision Bilingual/English as a Second Language setting Special education setting In a distraction-free space or alternate location (e.g., a separate room or location within the room) 	Paper/Pencil Online (NE)	
1	Administration of the assessment individually or in a small group (no more than 5 students)	Paper/Pencil Online (NE)	*



No.	Support Type	Mode	How to Access
	 Assessment directions Teacher may emphasize key words in directions Teacher may repeat directions exactly as worded in administrator manual Student may restate directions in his/her own words Student may ask for clarification of directions 	Paper/Pencil Online (NE)	
	Highlighter	Paper/Pencil Online (E)	
	Cross-Off (answer eliminator)	Paper/Pencil Online (E)	
	Sticky Notes	Online (E)	
	Mark for Review (flag)	Paper/Pencil Online (E)	
	Use of page flags and reading guides on test booklets	Paper/Pencil	
	Line guide	Online (E)	
	Use of scratch paper (collection and secure disposal required)	Paper/Pencil Online (NE)	
	Magnifier	Online (E)	

Designated Supports - M-STEP Science and Social Studies

No.	Support Type	Mode	How to Access
	Administration of the assessment in an alternate education setting (out of school) with appropriate supervision (e.g., at home when student is homebound, in care facility when it is medically necessary)	Paper/Pencil	
	Administration of the assessment in an interim alternative education setting (out of school) with appropriate supervision (e.g., juvenile facility)	Paper/Pencil	
4	Noise buffers (e.g., ear mufflers, white noise, and/or other equipment to block external sounds)	Paper/Pencil Online (NE)	*
6	Text-to-speech (items and answer options [TTS]), includes Follow Along	Online (E)	✓
34	Read aloud (Human reader) using the M-STEP Reader Script, with individual students or in small groups of no more than 5 students	Paper/Pencil	O B
35	Reading content and questions in the students' native language using the M-STEP Reader Script (Reading in Native Language)	Paper/Pencil	O B



No.	Support Type	Mode	How to Access
35	Use of M-STEP English Audio CD (Audio) – Individual administration/Small groups of no more than 5 required	Paper/Pencil	O B
36	Use of M-STEP English, Spanish, or Arabic DVD (Video) – Individual administration/Small groups of no more than 5 required	Paper/Pencil	O B
12	Use of auditory amplification devices or special sound systems	Paper/Pencil Online (NE)	*
13	Use of visual aids (e.g., closed circuit television, magnification devices)	Paper/Pencil Online (NE)	*
14	Masking	Online (E)	\checkmark
	Use of a page turner	Paper/Pencil	
	Use of non-skid surface that will not damage the answer document or scanning equipment (NOT tape or other adhesive)		
15	Color choices (CC)	Paper/Pencil Online (E)	✓
16	Contrasting color (CTC)	Paper/Pencil Online (E)	✓
11	Use of non-electric word-to-word bilingual dictionary (must not provide definitions)	Paper/Pencil Online (NE)	*
18	Scribe (use of OEAA Scribing Protocol required)	Paper/Pencil Online (NE)	*
27	Use of augmentative/alternative communication devices (e.g., picture/symbol communication boards, speech generating devices)	Paper/Pencil Online (NE)	*
19	Multiple-day testing – Allowable as intentional scheduling for some students who use additional supports	Paper/Pencil	В



Accommodations - M-STEP Science and Social Studies

No.	Support Type	Mode	How to Access
	Braille – Contracted and Uncontracted available for paper/pencil. Refer to the M-STEP Math TAM for information on ordering paper/pencil materials	Paper/Pencil	О В
21	Enlarged print	Paper/Pencil	О В
23	Abacus	Paper/Pencil Online (NE)	*
	Non-embedded calculator	Paper/Pencil Online (NE)	
25	Directions provided by test administrator using American Sign Language (ASL) or Signed Exact English (SEE)	Paper/Pencil Online (NE)	*
26	Test content provided in American Sign Language (ASL) or Signed Exact English (SEE)	Paper/Pencil Online (NE)	B ❖
	Use of adapted paper, additional paper, lined or grid paper for recording answers (Alternate Response)	Paper/Pencil	
27	Alternative Communication Device – use of computers with alternative access for an alternate response mode (e.g. switches, alternative keyboards, eye-gaze motion sensors, voice recognition software, head or mouth pointer, specialized trackballs or mice): please contact OEAA	Paper/Pencil Online (NE)	B ❖
	Use of word processor for constructed response items (word prediction/spell check turned off)	Paper/Pencil	



MI-Access

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Available options for MI-Access Math, English language arts (ELA), Science, and Functional Independence (FI) Social Studies.

NOTE: Participation (P) and Supported Independence (SI) is a paper/pencil assessment for students so all Universal tools, Designated Supports, and Accommodations listed as available are for a paper/pencil administration.

A Note about Non-Standard Tools/Supports/Accommodations

Districts should assume that if the support is not explicitly listed in the table below, it is considered a non-standard accommodation. However, when in doubt, educators should send their request in an email to <u>mde-oeaa@michigan.gov</u>; the request must include the following:

- in the Subject line: Accessibility Support Request for MI-Access
- educator's name, school/district, and contact information
- a description of the desired accessibility support to be provided to a student
- an explanation of why the accessibility support may be needed for the assessment

Explanation of Symbols in the How to Access column

- ✓ This feature must be set by the Test Administrator in the eDIRECT system prior to testing
- This material must be ordered or downloaded through the MDE Secure Site
- * This support must be recorded as something the student will be using in the eDIRECT system
- B This support should be bubbled on the paper/pencil answer document when used

Additional Materials/Resources Required for Online: None

Universal Tools - MI-Access

No.	Support Type	*P/SI	FI	Mode Available for Fl	How to Access
	Breaks – within the same day per test session: If the text is paused and the break is less than 20 minutes, student does not need original login ticket to restart online test session; if more than 20 minutes, student must use original login ticket to resume test session	✓	✓	Paper/Pencil Online (NE)	
	Multiple-day testing	✓	\checkmark	Paper/Pencil	



No.	Support Type	*P/SI	FI	Mode Available for Fl	How to Access
	 Administration of the assessment in an alternate education setting (in school) with appropriate supervision Bilingual/English as a Second Language setting Special education setting In a distraction-free space or alternate location (e.g., a separate room or location within the room) 	✓	~	Paper/Pencil Online (NE)	
	Administration of the assessment individually or in a small group	✓	✓	Paper/Pencil Online (NE)	
	 Assessment directions Teacher may emphasize key words in directions Teacher may repeat directions exactly as worded in administrator manual Student may restate directions in his/her own words Student may ask for clarification of directions 	✓	~	Paper/Pencil Online (NE)	
	Highlighter	NA	✓	Paper/Pencil Online (E)	
	Mark for review		✓	Paper/Pencil Online (E)	
	Use of page flags and reading guides on test booklets	✓	✓	Paper/Pencil	
	Use of scratch paper (collection and secure disposal is required)	✓	✓	Paper/Pencil Online (NE)	
	Magnifier		\checkmark	Online (E)	
	Text-to-speech (except for text designated as Do Not Read Aloud) – defaulted as "on" for all students, but can be turned off if needed by muting the computer's speakers or lowering the volume		✓	Online (E)	
	Color choice	~	✓	Paper/Pencil Online (E)	
	Contrasting color		✓	Paper/Pencil Online (E)	
	Embedded calculator		\checkmark	Online (E)	
	Non-embedded calculator	~	~	Paper/Pencil Online (NE)	



Designated Supports - MI-Access

No.	Support Type	*P/SI	FI	Mode Available for Fl	How to Access
	Administration of the assessment in an alternate education setting (out of school) with appropriate supervision (e.g., at home when student is homebound, in care facility when it is medically necessary)	*	✓	Paper/Pencil	
	Administration of the assessment in an interim alternative education setting (out of school) with appropriate supervision (e.g., juvenile facility)	✓	√	Paper/Pencil	
	Noise buffers (e.g., ear mufflers, white noise, and/or other equipment to block external sounds)	~	✓	Paper/Pencil Online (NE)	
1	Read aloud (except for text designated as Do Not Read Aloud) with individual students or in small groups of no more than 5 students	NA	✓	Paper/Pencil	В
	Content and questions read aloud (except for text designated as Do Not Read Aloud) in the students' native language	✓	✓	Paper/Pencil	
2	Use of MI-Access English Audio CD	NA 🗸		Paper/Pencil	О В
	Use of auditory amplification devices or special sound systems	✓	✓	Paper/Pencil Online (NE)	
	Use of visual aids (e.g., closed circuit television, magnification devices)	✓	✓	Paper/Pencil Online (NE)	
3	Masking	✓	\checkmark	Online (E)	✓
	Use of a page turner	NA	\checkmark	Paper/Pencil	
	Use of non-skid surface that will not damage the answer document or scanning equipment (NOT tape or other adhesive)	✓	✓	Paper/Pencil	
	Use of non-electronic bilingual word-to-word dictionary	✓	✓	Paper/Pencil Online (NE)	
4	Scribe (Use of M-STEP Scribing Protocol required)	~	✓	Paper/Pencil Online (NE)	∻ B
	Use of augmentative/alternative communication devices (e.g., picture/symbol communication boards, speech generating devices)	~	✓	Paper/Pencil Online (NE)	
	Use of adapted paper, additional paper, lined or grid paper for recording answers	NA	✓	Paper/Pencil	



Accommodations - MI-Access

No.	Support Type	*P/SI	FI	Mode Available for Fl	How to Access
5	Braille (contracted)	NA	√	Paper/Pencil	O B
6	Enlarged print	NA	√	Paper/Pencil	О В
	Directions provided by test administrator using American Sign Language (ASL) or Signed Exact English (SEE)	~	✓ ✓ Paper/ Online		
	ning test content in American Sign Language (ASL) or Signed Exact 🖌 🗸		√	Paper/Pencil Online (NE)	
	Abacus		√	Paper/Pencil Online (NE)	
	Use of counters, coins, base-10 blocks, or other manipulatives for solving mathematics problems		√	Paper/Pencil Online (NE)	
	Alternative Communication Device – use of computers with alternative access for an alternate response mode (e.g. switches, alternative keyboards, eye-gaze motion sensors, voice recognition software, head or mouth pointer, specialized trackballs or mice): please contact OEAA		√	Online (NE)	
7	Use of word processor – FI Expressing Ideas only – this is an accommodation for students requiring it; standard administration for all Expressing Ideas questions will be paper only	NA	~	Paper/Pencil	В

SAT, PSAT 8/9, and PSAT 10

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<u>All</u> accommodations for the SAT, PSAT 8/9, and PSAT 10 must be requested using the <u>College Board's SSD online system</u> (https://www.collegeboard.org/students-with-disabilities/ssd-online).

For students taking the SAT, approved accommodations will result in "college reportable" scores and students will count as tested in the state accountability system. However, some accommodations are considered "State Allowable-Non-College Reportable". These accommodations will result in a score for a student but may not be used for college entrance purposes. For students using State Allowable-Non-College Reportable, a student will still be considered as tested in the state accountability system. Information and accommodation procedures for the SAT, PSAT 8/9 and PSAT 10 may be found in each assessment's respective test administration manuals: SAT Supervisors Manuals, PSAT 8/9 Supervisors Manuals, and PSAT 10 Supervisors Manual.



College Reportable – SAT, PSAT 8/9, and PSAT 10

Reading all assessment directions in student's native language

Use of SAT approved bilingual word-for-word-non-electronic translation glossary for English learners: Languages offered in 2018 include Albanian, Arabic, Bengali, Bosnian, Cambodian (Khmer), Chinese (Mandarin), French, Gujarati, Haitian Creole, Hindi, Italian, Polish, Portuguese, Russian, Somali, Spanish, Urdu, and Vietnamese. Additional languages are being considered, go to the <u>College Board Michigan web page</u> (www.collegeboard.org/michigan) to confirm final list of languages.

State Allowable Non-College Reportable – SAT, PSAT 8/9, and PSAT 10

English Learner (EL) – Math content and questions in the student's native language.

English Learner (EL) – Math Only

Sign the Reading, Writing, and Mathematics Assessments – Exact English Signing (EES)

If ASL is used for signing test questions this is a State Allowable Non-College Reportable accommodation. If ASL is used for oral directions only, test results are college reportable.

EES may be approved for signing test, with reportable scores, if student has both a reading and hearing impairment.

Sign the Reading and Writing Assessments – American Sign Language (ASL)

Student responds in American Sign Language (ASL) for Reading and Writing

Student responds in American Sign Language (ASL) for Mathematics

College Board Allowed Frequently Used Administration Practice – SAT, PSAT 8/9, and PSAT 10

Repeating directions verbatim is allowed for all students and does not require an accommodation request and results in college reportable

For questions related to the SSD online system, please call 844-255-7728 or michiganadministratorsupport@collegeboard.org.

For all additional questions, please contact the Office of Educational Assessment and Accountability (OEAA) at <u>mde-oeaa@michigan.gov</u> or call 877-560-8378.



ACT WorkKeys

Please note that there is no request or approval form for supports or accommodations on ACT WorkKeys.

National Career Readiness Certificate (NCRC) Eligible Scores

ACT WorkKeys scores will not be issued for students using non-standard supports or accommodations. All designated supports and accommodations listed are considered allowable. However, a student utilizing a support or accommodation that is not National Career Readiness Certificate eligible will still receive scores as a part of the Downloadable Data File. Printed score reports for these students will not be shipped to the school. Supports and accommodations designated with a 'N' in the National Career Readiness Certificate (NCRC) Eligible column are considered State Allowable.

Testing with supports or accommodations is determined locally based on a student's need and what they use on a regular instructional basis. All supports should be documented by the student's IEP, 504 plan, or EL instruction plan. Accommodated test materials must be ordered through ACT via the emailed link and secure password.

Supports for English Learners (EL)

The purpose of the ACT WorkKeys is to assess workplace skills of students which includes: performing basic mathematic operations relevant to the workplace, reading and understanding documents commonly found in the workplace, finding information presented in common workplace graphics, setting up and solving complex work-related math problems, determining the relevance of written information to work-related tasks, and applying information derived from graphics to work-related problems. By and large, the majority of these skills require an independent proficiency in English or Spanish as well. ACT's NCRC in English certification (in English or Spanish) ensures employers that students are able to successfully and independently complete skills such as those noted above in the everyday workplace. However, because Michigan requires all 11th graders to be assessed on the ACT WorkKeys MDE must ensure ELs have appropriate supports on a required state assessment. It is for this reason that typical supports for ELs such as full translations (directions and questions), in languages other than Spanish, etc. are defined as state-allowable. Resulting scores will be marked as state-reportable only, and will not result in receipt of a NCRC. The exception to this is if students use the Spanish forms of the assessments provided from ACT. Use of these materials will result in a NCRC in Spanish. As a reminder, students testing with accommodations must use the ACT WorkKeys test books. Please refer to the ACT WorkKeys Administration Manual State and District Testing – Accommodations and English Learner Supports for additional information.

Explanation of Symbols in the How to Access column

- This material must be ordered through the OEAA Secure Site
- B This support should be bubbled on the paper/pencil answer document when used



Supports and Accommodations* Testing with supports or accommodations is determined locally based on a student's need and what they use on a regular instructional basis. All supports should be supported by the student's IEP, 504 plan, or EL instruction plan.	National Career Readiness Certificate (NCRC) Eligible	How to Access
Extended assessment time (time-and-a-half, double time, or a maximum of 3 hours for each test)	Y	B O
Frequent supervised breaks	Y	В О
 Administration of the assessment in an alternate education setting (in school) with appropriate supervisions e.g., Bilingual/English as a Second language setting Special education setting In a distraction free space or alternate location such as a separate room or location within the room 	Y	
Administration of the assessment in an alternate education setting (out of school) with appropriate supervision e.g., Home when student is homebound Care facility when it is medically necessary	Y	
Administration of the assessment in an interim alternative education setting (out of school) with appropriate supervision (e.g., juvenile facility)	Y	
Administration of the assessment individually or in a small group	Y	
All test directions may be read or presented in any of the following ways: Student's native language, American Sign Language (ASL), Pidgin Signed English (PSE), Exact English Signing (EES), Cued Speech (TACs are required to enter the appropriate Admin code from the ACT WorkKeys Administration Manual – Test time allotted must also be documented	Y	В
Translated Test Instructions – available languages: Arabic, Chinese (Simplified), Chinese (Traditional), French, German, Haitian Creole, Korean, Russian, Somali, Spanish, Tagalog, Vietnamese	Y	в О
Use of Arabic video DVD	Ν	B O
Reading content and questions in the student's native language	Ν	В О
Use of non-electronic word-for-word bilingual dictionary	Y	
Use of color overlays	Y	
Scribe – non-writing items	Y	В
English Reader Script	Y	B O
Spanish Reader Script	Y	B



Supports and Accommodations* Testing with supports or accommodations is determined locally based on a student's need and what they use on a regular instructional basis. All supports should be supported by the student's IEP, 504 plan, or EL instruction plan.	National Career Readiness Certificate (NCRC) Eligible	How to Access
English Audio video DVD	Y	В О
Test content provided in Signed Exact English (SEE)	Y	В
Test content provided in American Sign Language (ASL)	N	В
Abacus	Y	В
Use of auditory amplification devices or special sound systems	Y	В
Use of visual aids (e.g., closed circuit television, magnification devices)	Y	В
Braille (UEB, Nemeth, contracted)	Y	B O
Braille Spanish	Y	B O
Enlarged print – English	Y	В О
Enlarged print – Spanish	Y	В О
Use of a page turner	Y	
Student responds in American Sign Language (ASL) – Test time allotted must also be documented	Y	
Use of augmentative/alternative communication devices (e.g., picture/symbol communication boards, speech generating devices)	Y	В
Use of special adapted paper, additional paper, lined or grid paper for recording answers	Y	
Use of computers with alternative response mode e.g., switches, alternative keyboards, eye-gaze motion sensors, voice recognition software, head or mouth pointer, specialized trackballs or mice. This requires exact transcription by test administrator to the scorable form.	Y	

* Please note that for certain delivery formats and devices, there is not an accommodations administration code which corresponds. However, the amount of time the examinee was allowed to use for testing must be documented.



WIDA ACCESS for ELLs 2.0 and WIDA Alternate ACCESS for ELLs

Educators seeking information for the online and paper/pencil forms of the WIDA ACCESS for ELLs 2.0 and the WIDA Alternate ACCESS for ELLs:

<u>ACCESS for ELLs 2.0 Accessibility and Accommodations Supplement</u> (https://www.wida.us/assessment/access%202.0/ documents/AccessibilityandAccommodationsSupplement.pdf)

Appendix B: Interpretive Guides

Appendix B.1 Interpretive Guide to M-STEP Reports



Spring 2018

Interpretive Guide to M-STEP Reports

Updated October 10, 2018

Table of Contents

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•	•	•	•	•	•	•	•	•	•	•

Section 1: Introduction
What's in this Guide?
Family Educational Rights and Privacy Act (FERPA)3
Report Descriptions4
Section 2: Scoring
Scoring by Item Type
How Scores are Reported .8 Scale Scores .8 Assessment Claims .8 Claim Performance Indicator Clarification .9 Student Growth Percentiles .9 Performance Levels .9
Section 3: Performance Level Descriptors and Ranges for
Grades 3-8 11
Performance Level (PL) Descriptors
Section 4: Appropriate Use of the Data Provided in Assessment Reports
Appropriate Uses and Limitations of Summative Assessment Data
Individual Level Data
Aggregated Data

Section 5: The Dynamic Score Reporting System
The Secure Site
What's New! 17
Section 6: Reports
Student Level Data Reports 18
Student Record Labels
Individual Student Data Reports
Individual Student Report
Parent Report
Student Roster
Student Overview
Aggregate Data Reports
Target Analysis Report
Expectation Analysis
Demographic Report
Comprehensive Report
Science Field Test Summary Report
OEAA Secure Site Data Files
Student Data File
Aggregate Data File
Section 7: Additional Resources
Additional Sources of Assessment Results
MI School Data
MiLearn
General Resources
Section 8: Contact Information
Section 9: Change Log



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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 <u>Family Educational Rights and Privacy Act</u> (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.	• Individual Student	• Paper
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.	• Individual Student	• Online
Parent Report	Summarizes individual student achievement in each content area, including overall scale score, performance level, and summarized claim or discipline data.	• Individual Student	PaperOnline
Student Overview	Summarizes student achievement for all content areas, including scale score, performance level information, and student growth percentile.	• Individual Student	• Online
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.	 Individual Student Rostered Students School District ISD State 	• Online
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.	SchoolDistrictState	• Online
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.	SchoolDistrictISDState	• Online
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.	DistrictISD	 Online 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.	SchoolDistrictISDState	• Online
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.	• District	• Online



5

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

CONDITION CODE CATEGORY

Blank

CODF

В

Т

L

Т

Μ

Insufficient

The response is too brief to make a determination regarding whether it is on purpose or topic. For example:

- Random keystrokes
- Undecipherable text
- "I hate this test"
- "I don't know"
- "I don't care"

Non-Scorable for Language

The response is written in a language other than English.

Off Topic

The response is unrelated to the task or the sources or shows no evidence that the student has read the task or the sources.

Off Purpose

The student has clearly not written to the purpose designated in the task.

- An off-purpose response addresses the topic of the task but not the purpose of the task
 - Off purpose responses are generally developed responses clearly not written to the designated purpose.

Technology Enhanced Item Scores

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

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

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

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

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

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

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

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



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

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

Differences between Online and Paper/Pencil Items

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

The print variations of the TE items are created in various ways. 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.¹

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.

¹ The Connecticut Smarter Balanced Assessments Interpretive Guide

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 <u>Student Growth Percentiles</u> (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.

Michigan Student Test of Educe	tep [™]	Perf	nges		
Subject	Grade	Level 1 Not Proficient	Level 2 Partially Proficient	Level 3 Proficient	Level 4 Advanced
	3	1203-1279	1280-1299	1300-1316	1317-1357
	4	1301-1382	1383-1399	1400-1416	1417-1454
ELA	5	1409-1480	1481-1499	1500-1523	1524-1560
LLA	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
	3	1217-1280	1281-1299	1300-1320	1321-1361
	4	1310-1375	1376-1399	1400-1419	1420-1455
Mathematics	5	1409-1477	1478-1499	1500-1514	1515-1550
Mathematics	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
	5	1395-1457	1458-1499	1500-1529	1530-1568
Social Studies	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 datadriven 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 <u>M-STEP web page</u> (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 (www.michigan.gov/mstep).

The Secure Site

Se Mic	ecure Site higan Department of Educatio	on				
Home Security	Assessment Registration	Student Assessments	Reports	Accountability	Review Reports	
Secure Si Check the Home Search Filter	te page often for updated infor	mation and announceme	nts			Page Instructions
* Indicates require	ed field					
Due Date		est Period Select a Test Period	•	Test Cycle Select a Te	est Cycle	ter Reset

M-STEP reports are available through the <u>OEAA Secure Site</u> (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 <u>Secure Site Training web page</u> (www.michigan.gov/securesitetraining) and click "How do I get access to the Secure Site?"



2018 Interpretive Guide to M-STEP Reports

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.

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



report. Filter options	Additional Reporting Groups
	Gender - All –
	Female
	Male
	Ethnicity - All
	American Indian or Alaska Native
	Black or African American
	Hispanic or Latino
	Islander
Expand All Collapse All Reset All	Two or More Races
Generate Reports	White
	All
Showing 1-50 of 176 Students	No
	Yes
Grade - 1 selected -	English Learner - All
✔ 03	No Ves
04	Eormer English Learner - $A/I =$
06	No
07	Yes
	Homeless - All
Content Area - All	No
English Language Arts	Yes
Reporting Code - All	Migrant - All –
Reporting Code - All	No
All	Students with Disabilitites - $A/I =$
Additional Reporting Groups	No
Type here to filter student list	Yes
Type here to litter student list	Designated Supports - All –
Students - All -	No
STUDENT A	Type here to filter student list
STUDENT C	Students - All
STUDENT D	
STUDENT F	STUDENT B
STUDENT G	STUDENT C

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#: 000000000, 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





www.michigan.gov/mstep FOR HELP, call 1-877-560-8378, option 3

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:



Student demographic information

Overall content performance



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 <u>M-STEP web page</u> (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:



Superintendent Letter

Overall Performance Level and Scale Score

Detailed claim data for English language arts (ELA) and mathematics, and discipline data for social studies

Definitions for Parents

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.



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

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

The fall

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 (
- 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

Entity Aggregation	No. Valid Tests	Mean Scale Score		Overall Pr	oficiency Summary	
State-All Students	804	1702.2	27.1%	18.3%	22.4%	32.2%
ISD-All Students	676	1703.6	25.9%	18.2%	22.2%	33.7%
District-All Students	625	1703.7	26.2%	17%	22.6%	34.2%
School-All Students	504	1702.1	27.6%	17.5%	22.6%	32.3%
Rostered Students	504	1702	27.6%	17.5%	22.6%	32.3%
			Not Proficient (NP)	Partially Proficient (PP) Proficient (P)	Advanced (A)







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).
- 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:



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 (*ar: 20X/ I Assessment: M-STEP I ISD Code: 00000 I ISD Name: ABC ISD Name I District Code: 00000 I District Name: ABC School District I School Code: 00000 I School Name: ABC High School	District
rade 08 I English Language Arts I All Students	
Relative Strength ON NetTher Strength nor Weakness Veakness Relative Weakness Ote: This report compares assessment tanget performance to overall test performance within the school. The report ranged and weaknesses among the identified aggregate group; it is not a proficiency report.	* insufficient Data to Report
Number of Students Assessed	685
Main 4: Baulion	
Cases 1, Headeng	
Target 1: Given an inference/conclusion, use details and information from a therary text.	V
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.	Δ
Target 4. Make an inference/provide a conclusion of a literary text.	
Target 5. Analyze relationships among illerary elements within or across literary texts.	*
Target 6: Analyze literary text structures, testwes, or formats and their impact on meaning or presentation.	
Target 7: Interpret fig. 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

					Number of St	udents With:	
Discipline U Expectations	U.S. History and Geography	No. of Students Assessed per Expectation	Average % Points Earned	0-25% Points Earned	26-50% Points Earned	51-75% Points Earned	76-10 Poin Earn
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:



Overall performance level percentages for the selected student population in the grade and content, displayed in graphical format



Demographic subgroup performance level data for each subgroup in table format



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.



School Demographic Report

All Stude	ints							
	Demographic Subgroups	No. of Students Assessed	Mean Scale Score	% at NP	% at PP	% at P	% at A	% at P & A*
	All	511	1612	20	12	25	43	68
	Gender							
	Male	263	1612	19	13	24	44	68
	Female	248	1612	20	12	26	42	68
	Ethnicity							
	American Indian or Alaska Native	82	1610	20	13	24	43	67
	Asian	67	1607	30	12	16	42	58
100	Black or African American	62	1612		8	37	34	71
100	Hispanic or Latino	80	1609			25	43	68
Voc	Native Hawaiian or Other Pacific Islander	79	1616			27	48	75
165	Two or More Races	82	1613	16	12	31	42	72
	White	59	1615	24	12	14	51	64
	Additional Reporting Groups							
	Economically Disadvantaged: Yes	260	1612	20	13	24	44	68
	Economically Disadvantaged: No	251	1611	20	12	27	42	69
	English Learner: Yes	187	1612	23	10	22	46	67
	English Learner: No	324	1612	18	14	27	42	69
	Former English Learner: Yes	178	1614	19	9	26	46	73
	Former English Learner: No	333	1611	20	14	24	41	66
100	Homeless: Yes	243	1612	21	9	27	43	70
100	Homeless: No	268	1612	18	15	23	43	66
	Migrant: Yes	241	1611	19	14	27	41	68
	Migrant: No	270	1612	20	11	23	45	69
	Students with Disabilities: Yes	244	1614	18	11	24	48	71
	Students with Disabilities: No	267	1610	21	14	26	39	65



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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:



Overall performance level percentages for the selected student population in the grade and content displayed in graphical format.



Entity performance level data for each school (district report) or district (ISD report) in table format.



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





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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.





2018 Interpretive Guide to M-STEP Reports

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.

P P

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 <u>OEAA Secure Site</u> (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
А	TestCycleID	M-STEP test period and fiscal year	text(20)	
В	ISDCode	ISD code number	varchar(5)	99999
С	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)	
н	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
К	UIC	Student UIC	char(10)	99999999999
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)	99999999999
0	ED	Economically disadvantaged Y = Yes, N = No	char(1)	
Р	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

<u>MI School Data</u> (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 <u>M-STEP web page</u> (www.michigan.gov/mstep)

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

Resources available on the M-STEP web page:

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

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



Section 8: Contact Information

School administrators, teachers, and counselors should become familiar with the report layouts and information contained in this document. If you have questions after reviewing this Guide to Reports, or 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
E-mail: mde-oeaa@michigan.gov



2018 Interpretive Guide to M-STEP Reports

Section 9: Change Log

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	





Appendix B.2 Interpretive Guide to MME Reports

mme

Michigan Merit Examination



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

Updated: August 2018

mme

Table of Contents

Section 1: Introduction
MDE Produced Report Descriptions
College Board Produced Report Descriptions
ACT WorkKeys Produced Report Descriptions
Section 2: Scoring
Scoring M-STEP Science and Social Studies
Multiple Choice Item Scores7
How Scores are Reported
Scale Scores
Student Growth Percentiles
Performance Levels
Scoring SAT with Essay
Section 3: Performance Level Descriptors and Ranges for
Grade 11
M-STEP Social Studies Performance Level (PL) Descriptors9
SAT Evidence-Based Reading and Writing College and Career Readiness Benchmarks
Section 4: The Dynamic Score Reporting System
The Secure Site
What's New!
Section 5: Reports
Student Level Data Reports 14

Student Record Labels	
Individual Student Report	
Parent Report 16	
Superintendent Letter 16	
Student Roster 19	
Student Austein	
Student Overview	
Aggregate Data Reports	22
Expectation Analysis	
Demographic Report23	
Comprehensive Report	
CSV Files from Dynamic Score Reporting Site 26	
Section 6: Additional Resources	27
Additional Sources of Assessment Results	27
OEAA Secure Site Data files	
MI School Data	
SAT Information:	
WorkKeys Information:	
General Resources	
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
Student Access to MyworkReys.com	51

2018 Interpretive Guide to MME Reports

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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 <u>M-STEP web page</u> (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 <u>Scale</u> <u>Score Interpretation Guide</u> (www.act.org/stateanddistrict/michigan under drop-down menu #7, WorkKeys: Interpretation - Receive score reports and data \rightarrow 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.

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).

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 <u>online report</u> (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 <u>K-12 reporting portal</u> (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.

Michigan Merit Examination
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 <u>ACT WorkKeys National Career Readiness</u> <u>Certificate</u> (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 readbehind—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

Michigan Merit Examination

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 <u>College Board website</u> (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 <u>M-STEP web page</u> (www.michigan.gov/mstep).

The Secure Site

		Secure Site Michigan Department	nt of Education				
me	Security	Assessment Registration	Student Assessments	Reports	Accountability	Review Requests	
	Secur Check the H Search Fil	e Site Home page often for update	ed information and anno	ouncement	8.		Page Instructions
	Indicates	required field te		Test	t Period lect a Test Period	¥	Test Cycle v
							Film. David

M-STEP reports are available through the <u>OEAA Secure Site</u> (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 <u>Secure Site Training</u> (www.michigan.gov/securesitetraining) and click "How do I get access to the Secure Site?"

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12

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.



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.

	[Gray] - marg	2101 in of error		SAT with Essay	Score Range	Benchmark Score	Student Score
				Evidence-Based Reading & Writing Math	200-800 200-800	480 530	550 460
2016 2069	2060 2000	2100.2120	2121 2166	Total Score	400-1600		1010
Not Proficient	Partially Proficient	Proficient	Advanced	Essay Scores			
Subject	Scale	Margin of Performand Error Level	ce Student Growth Percentile	Reading Analysis	2-8 2-8		6 4
Social Studies	2101	±9 Proficient	26	Writing	2-8		6
W: World History and G C: Civics E: Economics Work Skills Assessme	eography		12/12 0/7 0/7				
WorkKeys		Level Range	Earned Level / Certification				
Workplace Documents		3-7	4				
Applied Math Graphic Literacy		3-7 3-7	3 4				
National Career Readi Eligibility	ness Certificate		Bronze				

- **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

Grade • All	-
0 11 0 12	
Content Area - All	
Content Area - Air	
Social Studies	
Reporting Code - All	-
All	*
Performance Level - All	_
Proficient	
Partially Proficient	
Not Proficient	
Additional Reporting Groups	5
 Additional Reporting Groups Homeschooled - 1 selected 	-
Additional Reporting Groups Homeschooled - 1 selected No	-
Additional Reporting Groups Homeschooled - 1 selected No type here to filter student list	-
Additional Reporting Groups Homeschooled - 1 selected No type here to filter student list Students - All	-
Additional Reporting Groups Additional Reporting Groups No type here to filter student list Students - All DOE, JANE A	-
Additional Reporting Groups Homeschooled - 1 selected No type here to filter student list Students - All DOE, JANE A DOE, JOHN A DOE, JOHN A	-
Additional Reporting Groups Additional Reporting Groups No type here to filter student list Students - All DOE, JANE A DOE, JANE A DOE, JANE B DOE, JOHN B	-
Additional Reporting Groups Homeschooled - 1 selected No type here to filter student list Students - All DOE, JANE A DOE, JOHN A DOE, JOHN B DOE, JANE B DOE, JANE C	-
Additional Reporting Groups Homeschooled - 1 selected No type here to filter student list Students - All DOE, JANE A DOE, JOHN A DOE, JOHN B DOE, JANE B DOE, JOHN B DOE, JOHN C	-
 Additional Reporting Groups Homeschooled - 1 selected No type here to filter student list Students - All DOE, JANE A DOE, JOHN A DOE, JOHN B DOE, JANE B DOE, JANE B DOE, JANE C DOE, JANE D 	-
 Additional Reporting Groups Homeschooled - 1 selected No type here to filter student list Students - All DOE, JANE A DOE, JOHN A DOE, JOHN B DOE, JANE B DOE, JANE C DOE, JOHN C DOE, JOHN D DOE, JOHN D 	-
Additional Reporting Groups Homeschooled - 1 selected No type here to filter student list Students - All DOE, JANE A DOE, JANE A DOE, JANE B DOE, JOHN B DOE, JOHN B DOE, JOHN C DOE, JOHN C DOE, JOHN C DOE, JANE C DOE, JOHN C DOE, JANE C DOE, JOHN C DOE, JANE C DOE, JOHN C DOE, JOH	-
 Additional Reporting Groups Homeschooled - 1 selected No type here to filter student list Students - All DOE, JANE A DOE, JANE A DOE, JANE B DOE, JANE B DOE, JANE C DOE, JOHN B DOE, JOHN C DOE, JOHN C DOE, JANE D DOE, JANE B DOE, JANE C DOE, JOHN C DOE, JOHN C DOE, JANE B DOE, JOHN C DOE, JOHN C DOE, JANE B DOE, JANE B DOE, JOHN B DOE, JANE B 	-
 ► Additional Reporting Groups ✓ Homeschooled - 1 selected ✓ No type here to filter student list Students - All DOE, JANE A DOE, JANE A DOE, JANE B DOE, JANE B DOE, JANE C DOE, JANE C DOE, JANE D DOE, JANE D DOE, JANE B DOE, JANE F DOE, JOHN F 	-



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 SC	HOOL		
DOE, JANE A UIC#: 0000000000,	STU#: 0000000		
DOB: 00/00/0000 Gender: F	Content	SS	College Career Ready or Performance Level
Grade: 11	ELA (EBRW)	760	CCR Met
Spring 20XX	Mathematics	590	CCR Met
mme	Science	NA	NA
Michigan Merit Examination	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:



Student demographic information



performance

Detailed discipline and content expectation data for science and social studies.

Individual Student Repo	ort					
Year: 20XX Assessment: M-STEP ISI	D Code: 00000 ISD Name: Demo RESA	District Code: 00000 D	istrict Name: S	ample Public Schools Scho	ool Code: 00000 School	
DOF, JANE J Grade 11	Social Studies					
UIC: 000000000 Student ID: 00000	000 Gender: M DOB: 12/02/2006 Ethnic	ity nt with I	Disability: N E	nglish Learner: N Former	English Learner: N	
Designated Supports: None Accomm	modations: None		-			
Social Studies Overall Perform	nance Level and Scale Score					
	2		[Gray]	- margin of error		
2016-2068 Not Proficient	2069-2099 Partially Proficient		2100-2130 Proficient		213 Ad	1-2166 vanced
Subject	Scale Score	Margin of Error		Performance Level	Student Growth Percentil	a
Social Studies	2128	±11		Proficient	56	
Disciplines					Points Earned / Points Possible	
U: U.S. History and Geography					12 / 12	
C: Civics					9/12 5/7	
E: Economics					5/7	
Assessment Expectation Raw	Scores (Points Earned / Points I	Possible)				
Expectation U	U.S. History and Geography		51		12/12	
U6.1.02	Evaluate responses of Labor to i	ndustrial change			1/1	
U6.1.04	Use census 1790-1940 describe	change American popula	ition		1/1	
U6.2.02	Explain causes: WWI; America's	role in the war			1/1	
U6.3.02	Analyze causes/consequences F	Progressive reform			1/1	
U7.1.01	Explain cultural changes in "Roa	ring 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.

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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:



Superintendent Letter



Overall content performance



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Detailed claim data for English language arts (ELA) and mathematics, and discipline and content expectation data for science and social studies.



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.



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.

nd mathematics. The vast majority of rocess.	in college and careers. It is alig colleges and universities in the	ned to Michigan's high school content United States use the SAT as an impo	standards in English language arts ortant part of the admission
he SAT for Michigan high school stude	ents consists of three compone	ints:	
 Evidence- Based Reading and V Math Essay 	W riting		
ollege Readiness Benchmarks are rep uccess in entrylevel college courses. T nderstanding your student's SAT scorr tps://collegereadiness.collegeboard.o o view your student's SAT score repoi	ported for Evidence-Based Rea The benchmark for Evidence-B- es, including the Essay scores, rg/sat/scores/understanding-sc rt, go to https://studentscores.c	ading and Writing, and Math. The benc ased Reading and Writing is 480 and 5 please visit pores. ollegeboard.org/viewscore and have y	hmarks represent a likelihood of 530 for Math. For information on our student log in using their
ollege Board account username and p	password. Your student's schoo	ol may also print a copy for you.	
SAT with Essay	Score Range	Benchmark Score	Student Score
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

A		
Assessments		
Vork Skills Assessment: ACT WorkKeys		
CT WorkKeys Workplace Documents, Applied Math, and he assessments measure portions of Michigan's content	d Graphic Literacy assess real-world skills emp standards for high schoolers.	ployers consider critical to job success.
WorkKeys score is determined by the number of question indicate the level of difficulty and complexity of the work sl	ons answered correctly. Level scores describe kills measured. The levels range from the lower	the score students have achieved and est level 3 to the highest level 7.
he bottom and top of the ranges indicate the lowest and evels. A score at Level 5 means the test taker has succes nderstanding and using the ACT WorkKeys scores and e tps://www.act.org/content/act/en/products-and-services/	highest levels of complexity. Each level is buil ssfully met the requirements of Levels 3 and 4 aarning the National Career Readiness Certific workkeys-for-employers/assessments.html.	t on the skills measured in previous Additional information on tate can be located at
tudents may qualify for a National Career Readiness Ce ME. Eligibility is determined as follows:	rtificate (NCRC) based on ACT WorkKeys leve	el scores earned during the Spring
a bronze credential requires at least a Level 3 on all th a silver credential requires at least a Level 4 on all thr a gold credential requires at least a Level 5 on all three a platinum credential requires at least a Level 6 on all	nree ACT WorkKeys tests ee ACT WorkKeys tests e ACT WorkKeys tests three ACT WorkKeys tests	
he NCRC is a valuable credential if your son or daughte bb opportunities related to their chosen field of study, or ii valiable to college students. Students earning a NCRC d nline version for free by going to www.myworkkeys.com.	r will work while they go to college, as most do n areas more interesting and higher-paying that lesignation can verify their certificate level, prir	. Their certificate can help them seek an many of the typical part-time jobs at a copy for free, and activate an
NorkKeys	Level Range	Earned Level/Certification
Workplace Documents	3-7	5
Applied Math	3-7	6
Graphic Literacy	3-7	5

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:

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

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.

Proficiency Summary Mean No. Valid Entity Aggregation Scale Overall Proficiency Summary Tests Score 23.1% 46.4% 17.3% 13.2% State-All Students 606 2091.7 20.5% 46.6% 19% 13.9% ISD-All Students 552 2093.6 20.5% 46.6% 19% 13.9% District-All Students 552 2093.6 39.9% 22.7% 20.5% 17% School-All Students 454 2094.7 12.5% 87.5% Rostered Students 8 2101 Not Proficient (NP) Partially Proficient (PP) Proficient (P) Advanced (A)



Michigan Merit Examination

2018 Interpretive Guide to MME Reports

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 **()** icon
- 4. Date of Birth (DOB) is displayed when clicking the Information or 1 icon

Overall Content Performance (Table Format)

For each selected student the following is displayed:

- Scale Score The scale score is sortable. Sorting by scale score will result in a list of the selected students in order of scale score (ascending or descending—selecting "Scale Score" once sorts in ascending order, 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.

Internation

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:



SMITH, JONATHAN J | Grade 11 | M-STEP



ME 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 Overa	all Performance Le	evel and Scale Sco	ore		College Er
	[Gray] - n	2101 nargin of error ∎			SAT with I
					Evidence-E Math
2016-2068	2069-	2099 2100)-2130		Total Scor
Not Proficient	Partia Profic	ally Prof	icient	ced	Essay Sco
Subject	Scale Score	Margin of Error	Performance Level	Student Growth Percentile	Reading Analysis
Social Studies	2101	±9	Proficient	26	vvriting
Disciplines			Points	Earned / Points Possible	
U: U.S. History and G	eography			11/12	
W: World History and	Geography			12/12	
C: Civics				0/7	
E: Economics				0/7	

ntrance Examination Benchmark Essay Score Range 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

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UIC: 000000000

Student Score

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 II		No. of Studente	•	Number of Students With:						
Expectations	U.S. History and Geography	Assessed per Expectation	% Points Earned	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



Economically Disadvantaged: No



P - 2069-2099 Partially Proficient
PP - 2016-2068 Not Proficient

ents								
	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	1	1					
	Male	1299	2080	31	52	15	2	17
	Female	1594	2082		56	18	1	20
<u>'</u>	Ethnicity							
	American Indian or Alaska Native	<		\leq /				
	Asian	74	2096	-10	42	45	4	49
100	Black or African American	2438	2081	28	55	16	1	17
100	Hispanic or Latino	324	2083	30	46	21	3	24
_	Native Hawaiian or Other Pacific Islander	<						
J	Two or More Races	<						
	White	43	2083	30	49	16	5	21
	Additional Reporting Groups		1	1				
	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
100	Homeless: Yes	12	2078	42	50	8	0	8
100	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:



Overall performance level percentages for the selected student population in the grade and content displayed in graphical format.



Demographic subgroup performance level data for each subgroup in table format.

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 Disabilitiesstudents who are marked Special Education in MSDS at the time of testing

Reporting Codes—schools that identified reporting code 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.

District Comprehensive Report

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





Overall performance level percentages for the selected student population in the grade and content displayed in graphical format.



Demographic subgroup performance level data for each subgroup in table format.



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.

		All S	Schools			Schools in District	Students Assessed	Scale	% at NP	% at PP	% at P	% at A	P
Δ	2%					All Schools	2893	2082	28	54	17	2	
~	2 /0					ABCD High School	15	2076	27	67	7	0	
Р		17%				BCDE High School	97	2077	31	57	12	0	
			_			CDEF High School	568	2094	9	54	34	4	
PP			54%			Demo 1 High School	51	2072	39	59	2	0	
		200/				Demo 2 High School	29	2074	41	52	/	0	Ι.
MP		28%				Demo 4 High School	108	2089	10	65	23	2	1
0) 2() 40	60	80	100	Demo 4 High School	23	2083	20 55	42	4	4	
0	. 20	. 10	00			Demo 6 High School	93	2009	37	42 58	5	0	1
		CDEF Hid	gh Schoo	bl	/	Sample 1 High School	19	2073	23	70	5	2	1
			0			Sample 2 High School	48	2076	38	52	10	0	.
						Sample 3 High School	38	2076	42	50	8	õ	
Α	4%										-	5	1
Р		3404			57								
Р		34%											1
PP			54%										
NP	9%												
0) 20) 40	60	80	100								

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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)	
В	ISDCode	ISD code number	varchar(5)	99999
С	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)	
Н	MiddleInitial	Student middle initial	char(1)	
I	Gender	Student's gender M = Male, F = Female	char(1)	
ſ	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
К	UIC	Student UIC	char(10)	99999999999
L	StudentNumber	Student number from local school district	varchar(20)	
М	BirthDate	Student's date of birth	datetime(8)	mm/dd/yyyy
N	Barcode	Student's barcode number	varchar(10)	99999999999
0	ED	Economically disadvantaged Y = Yes, N = No	char(1)	
Р	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 <u>OEAA Secure Site</u> (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

<u>MI School Data</u> (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 <u>MME web page</u> (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 <u>Secure Site Training</u> (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' <u>Spotlight</u> <u>Newsletter</u> (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

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 \to K-12 \to K-12 Assessment Reporting \to 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.