



Spring 2021

**Interpretive Guide  
to Michigan Grade 8  
Testing Reports**

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## Section 1: Introduction

### Purpose

In 2021, the PSAT™ 8/9 for Grade 8 and the Michigan Student Test of Educational Progress (M-STEP™) were administered to students in grade 8.

**PSAT 8/9** assessments measure student knowledge of state academic standards in Evidence-Based Reading and Writing and in Mathematics. These assessments also help prepare students for the SAT® with Essay college entrance exam, which is given each year to high school juniors. Students who are proficient or advanced in Evidence-Based Reading and Writing and/or Mathematics have met the College Board grade-level benchmark for those subjects and are on track for college readiness after high school graduation.

The purpose of PSAT 8/9 and M-STEP testing is to measure Michigan students' achievement on the Michigan Academic Standards; however, the COVID-19 pandemic created significant challenges to instruction during the 2020-21 school year. As a result, the data from the Spring 2021 PSAT 8/9 and the M-STEP assessments should be used cautiously and in combination with other local assessment data (including benchmark assessment data) to identify the learning needs of students and to plan educational programming.

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

Aggregate report results will reflect only students who participated in the PSAT 8/9 or M-STEP assessments. As a result of the federal accountability waiver of the participation requirement, schools within a district may have variations in participation in statewide summative assessments. Additionally, schools or districts that had larger populations of students learning remotely may not have comparable quantities of students participating in assessments; these differences in participation are not random. Some communities or demographic subgroups of students may be underrepresented in reported results because of variations in assessment participation.

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

The PSAT 8/9 for English language arts (ELA) and Mathematics and M-STEP for Science and Social studies are the assessments the MDE uses for meeting state and federal accountability requirements. Eligible students with disabilities take the MI-Access assessment. For information about MI-Access assessments, see the [MI-Access web page](http://www.michigan.gov/mi-access) ([www.michigan.gov/mi-access](http://www.michigan.gov/mi-access)).

### What's In This Guide?

This guide is intended to help educators understand and use the results from the Spring 2021 grade 8 assessments. Reports available include student-level and aggregate-level data reports.

The reports including PSAT 8/9 data only are the PSAT Individual Student Report, PSAT Student Growth and Proficiency Report, PSAT Student Roster Report, PSAT Comprehensive Report, and the PSAT Demographic Report. Each of these reports contain Evidence-Based Reading and Writing and Mathematics results.

Reports that include both PSAT 8/9 and M-STEP data are the Grade 8 Parent Report, Student Record Labels, and Student Overview Report.

Reports that include M-STEP data only are the M-STEP Individual Student Report, M-STEP Student Roster Report, and the M-STEP Demographic Reports for Science and Social Studies.

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

Aggregate-level reports provide performance data based on groups of students, grouped by grade, school, district, and state. The aggregate-level reports are the Comprehensive Report, Demographic Report, and Expectation Analysis Report.

This guide also includes the following sections.

- [Section 2](#) provides information on assessment item types and how scores are reported
- [Section 3](#) describes performance level categories and ranges
- [Section 4](#) explains the appropriate uses and limitations of the data
- [Section 5](#) explains how to access reports
- [Section 6](#) provides detailed descriptions of each report
- [Section 7](#) includes other resources, both for additional information regarding sources of assessment results and general information on statewide assessments; users are encouraged to review these additional resources for further information on statewide assessment reporting
- [Section 8](#) includes a glossary of data and reporting terms
- [Section 9](#) includes contact information for Michigan Department of Education (MDE) staff involved in reporting of data

## Family Educational Rights and Privacy Act (FERPA)

Reports that provide student-level data include federally protected student data. Some aggregate reports may contain score data representing small numbers of students. MDE no longer suppresses aggregate data for fewer than ten students. Data representing small numbers of students is also considered federally protected student data. It is imperative that report users understand the sensitive and confidential nature of the data presented on Grade 8 reports and comply with all [Family Educational Rights and Privacy Act](https://www2.ed.gov/policy/gen/guid/fpco/ferpa/index.html) (<https://www2.ed.gov/policy/gen/guid/fpco/ferpa/index.html>) regulations.

## Invalid Tests

Students who attempted to test in Spring 2021 but who did not receive a valid test score are reported on the student level reports only. While the student's test score is not reported, the reason for the invalid test is provided. Students who do not receive a valid score are not included on aggregated reports.

M-STEP 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

PSAT 8/9 tests may be flagged as invalid for the following reasons:

- Mathematics only, exemption for first year English learner (EL) student. **Note:** While the PSAT would be considered invalid without an EBRW score, for accountability purposes, the mathematics portion would be a valid test

- Not tested in enrolled grade

- Student test invalid – the invalid reasons can have several different codes. **Note:** Invalid reasons can be found on the downloadable Student Data File found in the Secure Site under the Reports tab.

(See each assessment's Test Administration Manual for more information.)

## MDE Report Descriptions

Report	Assessment	Description	Aggregation	Distribution
Student Record Labels	<ul style="list-style-type: none"> <li>• PSAT 8/9</li> <li>• M-STEP</li> </ul>	Summarizes individual student achievement in each content area for inclusion in the student's Cumulative Student Record folder	<ul style="list-style-type: none"> <li>• Individual Student</li> </ul>	<ul style="list-style-type: none"> <li>• Secure Site</li> <li>• Mailed to School</li> </ul>
Individual Student Report (ISR)	<ul style="list-style-type: none"> <li>• PSAT 8/9</li> <li>• M-STEP</li> </ul>	Separated by content area, provides detailed information on individual student achievement, including overall scale score, performance level, growth score, growth target, and target time frame	<ul style="list-style-type: none"> <li>• Individual Student</li> </ul>	<ul style="list-style-type: none"> <li>• MiLearn – Educator</li> <li>• Dynamic Score Reporting Site</li> </ul>
Parent Report	<ul style="list-style-type: none"> <li>• PSAT 8/9</li> <li>• M-STEP</li> </ul>	Summarizes individual student achievement in each content area, including overall scale score, performance level, and summarized domain or discipline data	<ul style="list-style-type: none"> <li>• Individual Student</li> </ul>	<ul style="list-style-type: none"> <li>• MiLearn – Educator, Parent, Student</li> <li>• Secure Site</li> <li>• Dynamic Score Reporting Site</li> <li>• Mailed to School</li> </ul>
Student Overview	<ul style="list-style-type: none"> <li>• PSAT 8/9</li> <li>• M-STEP</li> </ul>	Summarizes student achievement for all content areas, including scale score, performance level information, summarized domain and discipline data, growth score, growth target, and target time frame	<ul style="list-style-type: none"> <li>• Individual Student</li> </ul>	<ul style="list-style-type: none"> <li>• MiLearn – Educator</li> <li>• Dynamic Score Reporting Site</li> </ul>
Student Roster	<ul style="list-style-type: none"> <li>• PSAT 8/9</li> <li>• M-STEP</li> </ul>	Provides detailed information on student achievement for groups of students, including overall scale score, performance level, growth score, growth target, target time frame, and summarized domain and discipline data; summary proficiency information is also included for rostered students, school, district, and state aggregate groups	<ul style="list-style-type: none"> <li>• Individual Student</li> </ul>	<ul style="list-style-type: none"> <li>• MiLearn – Educator</li> <li>• Dynamic Score Reporting Site</li> </ul>

Continued on next page

Report	Assessment	Description	Aggregation	Distribution
Student Growth and Proficiency Report*	<ul style="list-style-type: none"> <li>• PSAT 8/9</li> <li>• M-STEP</li> </ul>	Provides detailed information about student achievement and student growth data; includes overall scale score, performance level, growth score, growth target, and target time frame; student scale score is shown plotted against growth data	<ul style="list-style-type: none"> <li>• Individual Student</li> </ul>	<ul style="list-style-type: none"> <li>• Dynamic Score Reporting Site</li> </ul>
Expectation Analysis Report	<ul style="list-style-type: none"> <li>• M-STEP</li> </ul>	Provides the percentage of points earned by grade and content area expectation in each discipline and the number of students scoring in each of four score ranges: 0-25%, 26-50%, 51-75%, and 76-100%—this report is available for social studies only and is intended to provide an overview of performance by content expectation	<ul style="list-style-type: none"> <li>• School</li> <li>• District</li> <li>• State</li> </ul>	<ul style="list-style-type: none"> <li>• Dynamic Score Reporting Site</li> </ul>
Demographic Report	<ul style="list-style-type: none"> <li>• PSAT 8/9</li> <li>• M-STEP</li> </ul>	Provides a comparison of students by grade and content, aggregated across selected demographic groups, showing mean scale scores and percentages of students in each performance level	<ul style="list-style-type: none"> <li>• School</li> <li>• District</li> <li>• State</li> </ul>	<ul style="list-style-type: none"> <li>• Dynamic Score Reporting Site</li> </ul>
Comprehensive Report	<ul style="list-style-type: none"> <li>• PSAT 8/9</li> <li>• M-STEP</li> </ul>	Provides a comparison of students by grade and content by schools within a district—mean scale scores and percentages of students in each performance level are reported	<ul style="list-style-type: none"> <li>• District</li> </ul>	<ul style="list-style-type: none"> <li>• Dynamic Score Reporting Site</li> </ul>
Student Data File	<ul style="list-style-type: none"> <li>• PSAT 8/9</li> <li>• M-STEP</li> </ul>	Data file that includes all individual level student data, including scale score, performance level, domain, and discipline data, growth score, growth target, and target timeframe, student demographic information, and valid/invalid reasons	<ul style="list-style-type: none"> <li>• Individual Student</li> </ul>	<ul style="list-style-type: none"> <li>• Secure Site</li> </ul>
Aggregate Data File	<ul style="list-style-type: none"> <li>• PSAT 8/9</li> <li>• M-STEP</li> </ul>	Data file that includes aggregated student performance information, including average scale score, count and percent of students in each performance level, and demographic subgroups	<ul style="list-style-type: none"> <li>• School</li> <li>• District</li> <li>• State</li> </ul>	<ul style="list-style-type: none"> <li>• Secure Site</li> </ul>

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

Report	Description	Aggregation	Distribution
Individual Score Report – Students	A student score report that includes percentiles, color coding showing how the student performs compared to college readiness benchmarks, score projections, and demographic information; students can access their <a href="https://studentscores.collegeboard.org/home">online report</a> (https://studentscores.collegeboard.org/home)	• Individual Student	• Online
Individual Score Report – Educators	A student score report that includes percentiles, color coding showing how the student performs compared to college readiness benchmarks, score projections, and demographic information; a printable report available for educators to access in the <a href="https://k12reports.collegeboard.org/login">K-12 reporting portal</a> (https://k12reports.collegeboard.org/login)	• Individual Student	• Paper
Roster Report	Lists students with aggregate performance data and scores (select a student's name to view an individual student report)	• Individual Student	• Online
Score and Benchmarks	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	• Individual Student	• Online
Instructional Planning	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	• Individual Student	• Online



## Section 2: Scoring

### Scoring by Item Type for M-STEP

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

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

In Spring 2021, the PSAT 8/9 and M-STEP science and social studies content area assessments included multiple choice (MC) 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 do not respond receive a score of zero (0). The string of responses from the MC items (e.g. 1,0,0,0,1,...,1) serves as input for the statistical models used to derive scale scores. MC items are scanned and scored by computer.

#### **Technology Enhanced Item Scores**

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

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

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

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

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

**Inline Text Entry** – students type the answer in an empty field

**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 be highlighted for the students; for Line, the students can select one or more lines of text to answer the question; Hot Text Paragraph answers are 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

**Table** – students fill in missing numbers

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

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

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

## ***PSAT 8/9 Scoring***

The PSAT 8/9 is a paper/pencil assessment that includes multiple choice items and student-response questions. The Evidence-Based Reading and Writing section includes a reading test and a Writing and Language test. Each test is composed of multi-paragraph passages and multiple-choice questions. Mathematics includes multiple-choice and student-produced response questions divided into two portions: one that permits calculator use, and one that does not.

## **How Scores Are Reported**

### ***M-STEP Scale Scores***

Students receive an overall scale score in science and social studies for valid tests. Scale scores are the basic unit of reporting. A scaled score is calculated from a total number of points the student scores on the item, statistically adjusted and converted into a consistent, standardized scale that permits direct and fair comparisons of scores from different

forms of a test, either within the same administration year or across years. Established psychometric procedures are used to ensure that a given scale score represents the same level of performance regardless of the test form. Scale scores are especially suitable for comparing the performance of different groups of students in the same grade from year to year and for maintaining the same performance standard across the years. While scale scores are comparable across tests in a given content area within the same grade, they are not comparable across content areas or grades. Each overall scale score is indicated by a single number. A standard error is noted for each scale score. The standard error indicates the range of scores that the student would be likely to achieve if he or she were to take the test multiple times.

## ***PSAT 8/9***

Students receive a total score that is the sum of their scores on two sections (Evidence-Based Reading and Writing and Mathematics). To calculate section scores, the College Board computes the student's raw score—the number of questions correctly answered—for each section. Nothing is deducted for incorrect answers or for unanswered questions.

Each of the raw score sections is then converted to a scale score of 120 to 720. This conversion process adjusts for slight differences in difficulty among versions of the test and provides a score that is consistent across different versions. The scaled scores are the scores provided on score reports.

## ***Student Growth Data***

Student Growth Scores (SGPs, previously called Student Growth Percentiles), Growth Target Scores (AGP, previously called Adequate Growth Percentiles), and Growth Target Time Frame will appear on the Individual Student Report, Student Roster, Student Growth and Proficiency Report, Student Overview Report, in the student data files accessed through the Secure Site for PSAT 8/9 and M-STEP, and on the Student Roster for M-STEP.

Growth data are relative to students in Michigan who had comparable achievement scores on prior state-level tests. This means only those students who received valid scores on the most recent state assessment in a content area and have a valid score on this year's test will receive growth scores. Growth scores will not be available for science tests because prior science tests were field tests.

Growth scores describe a student's learning over time compared to other students who took the same test and had similar prior test scores. Growth Scores are percentiles that range from one to 99, with 50 being the average, and indicate how many scores in the comparison group are below that score. For example, a Growth Score of 60 means the student had higher growth than 60 percent of comparable students.

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

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

Growth data add important context for understanding the growth of individual students and growth patterns within groupings of students. When combined with achievement scores and proficiency categories, growth data can help educators understand how students' achievement scores compare to their peers in the state who had comparable prior test scores. Growth data will be added to reports after the initial release of reports, due to the additional time required to calculate them. For more information, select the link [Student Growth in School Accountability](#), located on the [MDE Accountability web page](#) ([www.michigan.gov/mde-accountability](http://www.michigan.gov/mde-accountability)) under the **General Accountability Resources** section.

## ***M-STEP 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 Michigan's State Superintendent of Public Instruction, who approves the final cut scores and performance level ranges. While the performance level descriptors necessarily differ by grade and subject area, student achievement—as defined by the obtained performance level—can be reasonably compared across subjects within a grade. Such a comparison can be used to indicate whether students are meeting Michigan Academic Standards in each subject and grade.

## ***Standard Setting for the PSAT 8/9***

In May 2019, College Board Psychometrics facilitated a standard setting for the Evidence-Based Reading and Writing (EBRW) and Mathematics sections of the PSAT 8/9 for grade 8. The purpose of the standard setting was to obtain three cut scores for the EBRW and for the Mathematics exams to be used for accountability purposes. The state of Michigan utilizes four Performance Levels (Not Proficient, Partially Proficient, Proficient, or Advanced) and three cut scores defining those levels.

The cut scores for Partially Proficient and Advanced were set by the educator panelists. Each panel used Performance Level Descriptors (PLDs) to guide them in placing bookmarks and making their recommendations. The cut scores for Proficient in EBRW and Mathematics were set to the College Board College and Career Readiness scores. Panelists were asked to verify the reasonableness of the Proficient cut given the previously approved Performance Level Descriptors.

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

## Section 3: Performance Level Descriptors and Ranges for Grade 8


### Performance Level (PL) Descriptors

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

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

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

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

		2021 M-STEP Performance Level Scale Score Ranges			
Subject	Grade	Level 1 Not Proficient	Level 2 Partially Proficient	Level 3 Proficient	Level 4 Advanced
Science	8	1712-1772	1773-1799	1800-1832	1833-1869
Social Studies	8	1706-1770	1771-1799	1800-1830	1831-1867

Michigan grade 8 Testing		2021 Michigan Grade 8 Performance Level Scale Score Ranges			
Subject	Grade	Level 1 Not Proficient	Level 2 Partially Proficient	Level 3 Proficient	Level 4 Advanced
Evidence-Based Reading and Writing	8	120-359	360-389	390-439	440-720
Mathematics	8	120-369	370-429	430-509	510-720

**Note:** Michigan uses the PSAT 8/9 results for measuring proficiency on state academic standards in eighth grade English language arts and mathematics. Students who are proficient or advanced in Evidence-Based Reading and Writing and/or in Mathematics have also met the grade level College Board benchmark for those subjects.

### PSAT EBRW and Mathematics College Board Readiness Benchmarks

Michigan utilizes PSAT 8/9 results for measuring proficiency on state academic standards in eighth grade English Language Arts (ELA) and Mathematics. Students who are proficient or advanced in Evidence-Based Reading and Writing and/or in Mathematics have also met the grade level College Board benchmark for those subjects. Students who meet the grade level benchmark are on track for college readiness after high school graduation. The PSAT 8/9 benchmark scores for grade 8 are:

PSAT 8/9	Score Range	Benchmark Score
Evidence-Based Reading and Writing	120-720	390
Math	120-720	430
<b>Total Score</b>	<b>240-1440</b>	

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

### Important Note Regarding 2021 PSAT and M-STEP Reports

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

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

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

### Appropriate Uses and Limitations of Summative Assessment Data

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

### Individual Level Data

**Uses:** Summary information is provided for individual students. The student's scale score provides an indication of the student's proficiency at the time the test was taken. Scale scores represent what the student knows and is able to do in relation to Michigan's Academic Standards. Scale scores are sorted into ranges of Performance Levels, which are used to indicate student progress toward college and career readiness. 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 PSAT 8/9 and M-STEP are summative assessments administered at the end of the student's instructional program. Assessment results measure the standards that are assessed; they do not reflect student skills and abilities that are not part of assessed content. Results should be used together with other assessment and classroom performance information to provide a more complete picture of student performance.

## Aggregated Data

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

- overall mean scale scores by school, district, and state
- overall mean scale scores for identified demographic groups by school, district, and state
  - This information can be used to compare the results of a demographic group within your school or district to the overall performance of students in your school or district.
  - Comparisons among schools, district, and the state are discouraged in 2021 due to non-random sampling disparities and differing instructional modalities that occurred during the Spring 2021 administration. District leaders understand their local context and participation rates and should make decisions about appropriate use based on local assessment participation and modes of instruction.

- social studies percentages of points earned by expectation, aggregated at the school, district, and state levels
  - Expectation subscores for M-STEP social studies provide information about aggregate group performance on portions of the test; differences in mean subscores can be used in conjunction with other formative and benchmark assessment data to investigate the curriculum and instruction at the school or district levels.

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

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 that includes formative and benchmark assessment data.

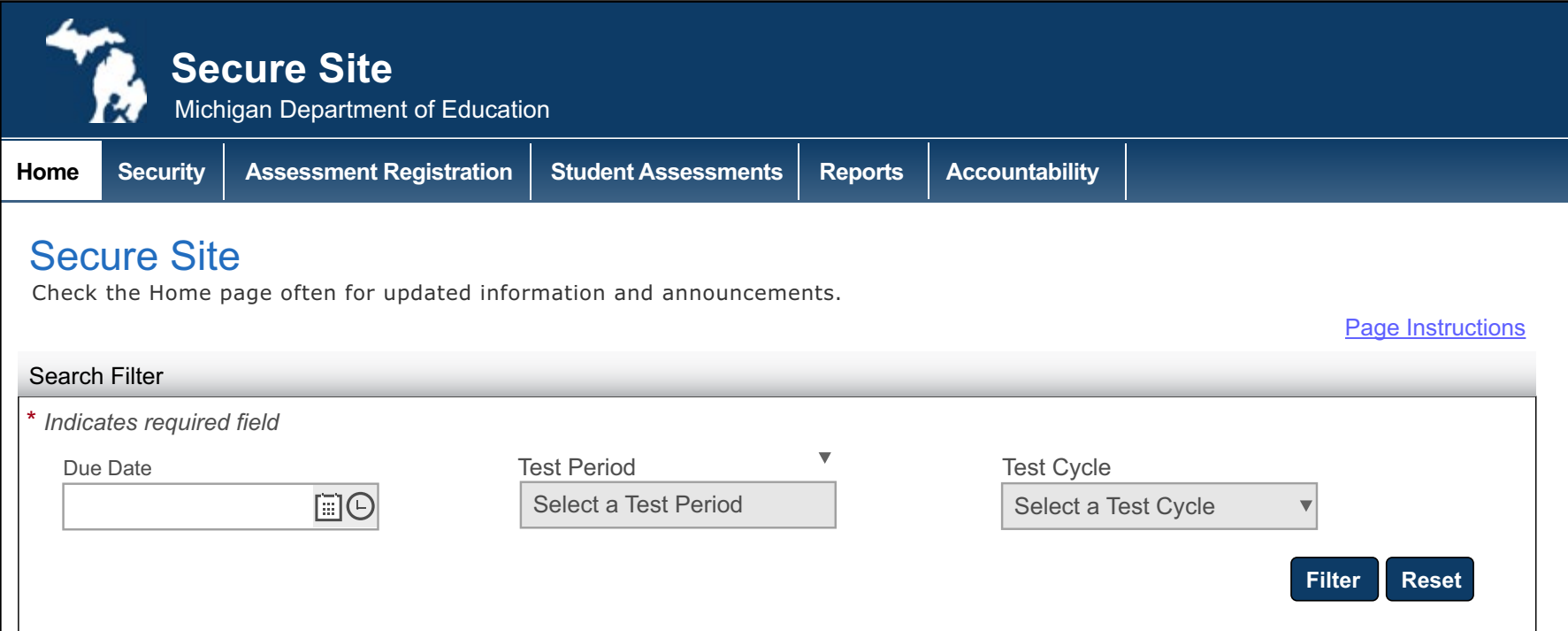
**Note About Longitudinal Assessment Data:** Annual assessment data are usually cross-sectional. Caution should be used if making any historical (longitudinal) comparisons at any level of the student population as assessment scales may have changed over the years.



## Section 5: The Dynamic Score Reporting System

Grade 8 assessment reports are available to school and district users through the Dynamic Score Reporting Site, which is accessible through the Office of Educational Assessment and Accountability (OEAA) Secure Site. Detailed directions for accessing the reports are documented in **Michigan's Dynamic Score Reporting Site User Guide** located on the [PSAT web page](http://www.michigan.gov/psat) (www.michigan.gov/psat).

### The Secure Site



**Secure Site**  
Michigan Department of Education

[Home](#) [Security](#) [Assessment Registration](#) [Student Assessments](#) [Reports](#) [Accountability](#)


### Secure Site

Check the Home page often for updated information and announcements.

[Page Instructions](#)

**Search Filter**

\* Indicates required field

Due Date  

Test Period

Test Cycle

[Filter](#) [Reset](#)

Grade 8 reports are available through the [OEAA Secure Site](http://www.michigan.gov/oeaa-secure) (www.michigan.gov/oeaa-secure). Secure Site access is only available to district and school employees with authorized user roles and permissions granted by their district. You must have a Michigan Education Information System (MEIS) login in order to access the Secure Site. For instructions on how to obtain a MEIS login, go to [Secure Site Training web page](http://www.michigan.gov/securesitetraining) (www.michigan.gov/securesitetraining) and click "How do I get access to the Secure Site?"

## Functionality

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

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

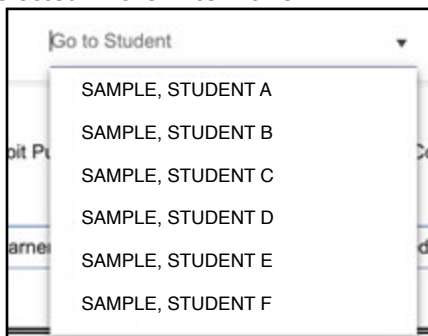
### Welcome to Michigan's Dynamic Score Reporting Site

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

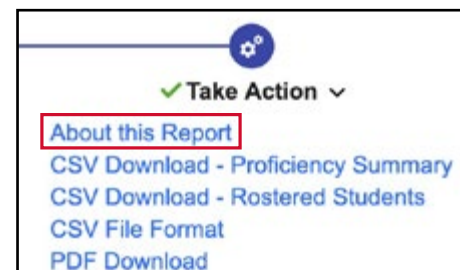
Once you have verified the assessment selection, then:

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

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



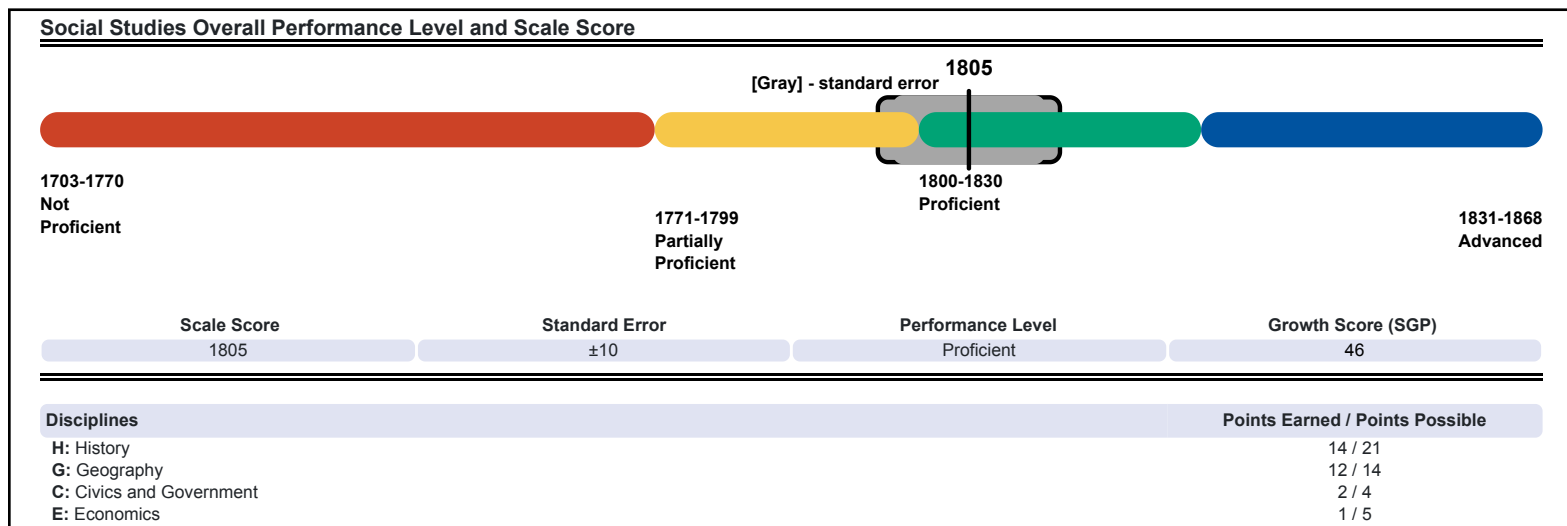
3. **The Take Action menu:** these options vary depending on the report



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

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

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



**Filter Options:** Allows the user to filter by grade, content area, reporting code, and individual students. The student filter has a predictive search feature. To filter the results, the user types the name of the student(s) into the search bar. The filter options available vary depending on the report. Filter options may include:

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

**Dynamic Score Reporting**

**Choose Report**

**Select Filters**

**View Report**

**Take Action**

PSAT 8/9 Individual Student Report, ISD....

**Filters: Grades: All, Reporting Codes: A...**

**Grades:**  
☐ All  
☒ 8

**Students:**  
Type here to filter

**Reporting Codes:**  
Type here to filter

**Performance Levels:**  
☒ All  
☒ EBRW-Advanced  
☒ EBRW-Proficient  
☒ EBRW-Partially Proficient  
☒ EBRW-Not Proficient  
☒ Math-Advanced  
☒ Math-Proficient  
☒ Math-Partially Proficient  
☒ Math-Not Proficient

**Homeschooled:**  
☐ All  
☐ Yes  
☒ No

**Economically Disadvantaged:**  
☒ All  
☐ Yes  
☐ No

**English Learner:**  
☒ All  
☐ Yes  
☐ No

**Ethnicity:**  
☒ All  
☒ Black or African American

**Former English Learner:**  
☒ All  
☐ Yes  
☐ No

**Foster Care:**  
☒ All  
☐ Yes  
☐ No

**Gender:**  
☒ All  
☐ Female  
☐ Male

**Homeless:**  
☒ All  
☐ Yes  
☐ No

**Migrant:**  
☒ All  
☐ Yes  
☐ No

**Military Connected:**  
☒ All  
☐ Yes  
☐ No

**Students with Disabilities:**  
☒ All  
☐ Yes  
☐ No

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

## Section 6: Reports

### What's New?

#### Redesigned Parent Report

The Grade 8 Parent Report has been redesigned with bar graphs for PSAT 8/9 English language arts and mathematics and M-STEP science and social studies. The bar graphs display state proficiency levels, student scores, and whether the student meets or does not meet state academic standards for each content area. Science domains and social studies disciplines are displayed as subscores.

Questions to Ask Your Student's Teacher is a feature that has been included to initiate conversations between the parent and the student's teachers. Some questions are applicable for all content areas, and other questions are individualized, based on the student's earned scores in English language arts and mathematics.

#### PSAT 8/9, Grade 8 Student Roster Report

The PSAT 8/9 Grade 8 Student Roster Report provides individual student performance data by content area, Evidence-Based Reading and Writing or Mathematics. The Roster includes student growth data, graphic representation of performance levels, test scores, and subscore performance. The report provides overall proficiency summary data,

displayed in graphic format, for each group: state, district, school, and rostered students, so student's scores may be compared to each group for mean scale scores and proficiency percentages.

#### PSAT 8/9 Demographic Report

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

The user of this report may now 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.

#### PSAT 8/9 Comprehensive Report

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

## Student Level Data Reports

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

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

### Student Record Labels

The Student Record Labels provide summary student performance levels for individual students. The labels include district and school information, student demographic information, grade 8 administration cycle information, and overall student performance level for tested content areas and assessments.

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

00000 ABC SCHOOL DISTRICT  
00000 ABC ELEMENTARY-MIDDLE SCHOOL

**DOE, JOHN A**

UIC#: 0000000000

DOB: 00/00/0000

Gender: M

Grade: 8

Spring 2021

Michigan  
**grade 8**  
Testing

Content	SS	Performance Level
ELA (EBRW)	510	4-Advanced
Mathematics	510	4-Advanced
Science	1833	4-Advanced
Social Studies	1825	3-Proficient

### Student Record Labels

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

The report can help educators:

- view overall summary score and performance level information at a glance
- view a student record folder for snapshot at-a-glance achievement information

## Individual Student Data Report

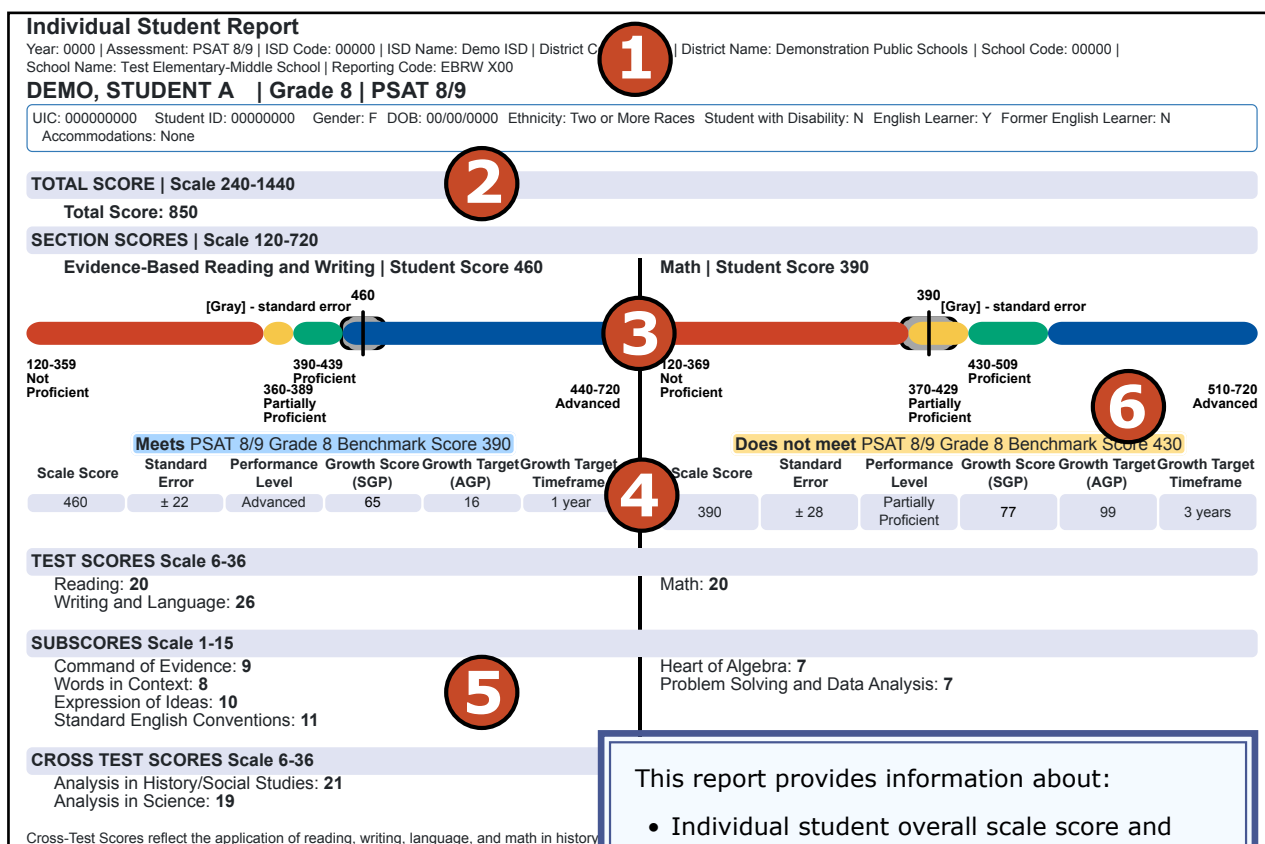
The Individual Student Report (ISR) provides information about student performance by content area. Each student will have an ISR for Science and Social Studies and a separate ISR for PSAT 8/9 Evidence-Based Reading and Writing and Mathematics.

The **PSAT 8/9 ISR** report is divided into six main sections:

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

### Student Demographic Information

This section provides identifying information about the student; this includes the student's name, grade, gender, date of birth, race/ethnicity, Unique



This report can help educators:

- when used with other local assessment data, inform about student proficiency and progress based on Michigan's academic standards
- view overall summary score and performance-level information at a glance
- view a snapshot of individual student performance based on Michigan's Academic Standards

This report provides information about:

- Individual student overall scale score and performance level
- Individual test scores, subscores, and cross-test scores
- Science domain raw scores
- Social studies discipline raw scores
- Growth Data: growth score, growth target, and growth time frame

Identification Code (UIC), and the district student ID (if provided by the school). The report will show if the student has been marked in the Michigan Student Data System (MSDS) as a Student with Disability, English Learner, or Former English Learner. Additionally, if the student was assigned accommodations, the accommodations will be listed.

Additionally, any designated supports or accommodations the student received during the assessment are displayed.

## **Total Score**

The total score is the sum of the two section scores: Evidence-Based Reading and Writing, and Mathematics. The Total Score scale is 240-1440.

## **Overall Content Performance**

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

## **Growth Data**

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

- Growth Score (SGP)

Growth Scores range from one to 99, with 50 being average, and represent the percentage of comparable students—those who took the same test and had similar prior test scores—who had growth lower than that student. For example, a Growth Score of 60 means the student had higher growth than 60 percent of comparable students.

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

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

## **Information on Individual Test Scores, Subscores, and Cross-Test Scores**

### ***Individual Test Scores***

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

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

The Mathematics test includes a range of mathematics practices, with an emphasis on problem solving, modeling, using tools strategically, and using algebraic structure.

### ***Subscores***

The EBRW and Mathematics assessments report multiple subscores for Reading, Writing and Language, and Mathematics, all ranging from one to 15 points. Subscores provide more detail about student achievement.

### ***Cross-Test Scores***

Two cross-test scores are reported:

- Analysis in Science
- Analysis in History/Social Studies

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



## Menu Options

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

### Take Action

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

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

### Help ?

- [Dynamic Score Reporting User Guide](#) – user guide that describes how to access and navigate the Dynamic Score Reporting Site
- [Interpretive Guide to Michigan Grade 8 Testing Reports](#) – provides information on the interpretation and use of grade 8 reports

## Report Features

Features of the Individual Student Data Report are described below.

### Go to Student

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

### Drill Down

The Individual Student Report includes a drill-down feature that enables the user to select the Student Growth Score on the Individual Student Report to open a Student Growth and Proficiency Report.

When the Student Growth Score has been selected and the user proceeds to drill down into the Student Growth and Proficiency Report and the Student Growth and Proficiency displays, a “breadcrumb” area appears below the District/School entity information. The breadcrumb

displays “Individual Student Report > Student Growth and Proficiency Report”. Each report name in the breadcrumb is an active link. To return to the Individual Student Report, the user selects “Individual Student Report”.

A user may drill down into an Individual Student Report from the Student Roster Report. When the ISR is accessed in this way, the user cannot make any additional filter selections in the report. The user can view the report or drill down further into a Student Growth and Proficiency Report. However, to use the filter options in an individual ISR, the user must select the Individual Student Report from the “Choose Report” drop-down menu.

## Data Definitions

- **Growth Score (SGP)** [previously called Student Growth Percentiles]: describes a student’s learning over time compared to other students with comparable prior test scores. Percentiles range from one to 99 and indicate how many scores in the comparison group are below that score.
- **Growth Target (AGP)** [previously called Adequate Growth Percentiles]: specifies the amount of growth necessary for the student to reach or maintain proficiency within a set timeframe. Percentiles range from one to 99.
- **Growth Target (AGP) Timeframe**: the amount of time the growth target (AGP) model is expecting the student will need to reach or maintain proficiency. Timeframes range from one to three, indicating how many years it would take for the student to achieve proficiency if they meet the Growth Target Score.
- **Standard Error**: Educational measurements are attempts to capture a student’s true score, or ability, in the area being assessed. The standard error around the student score is an estimate of the range of scores that would be expected if the student were to be measured repeatedly with parallel assessments.
- **Scale Score**: Scale scores are test scores that have been statistically adjusted to a common scale, allowing scores to be compared across different forms of the test.

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

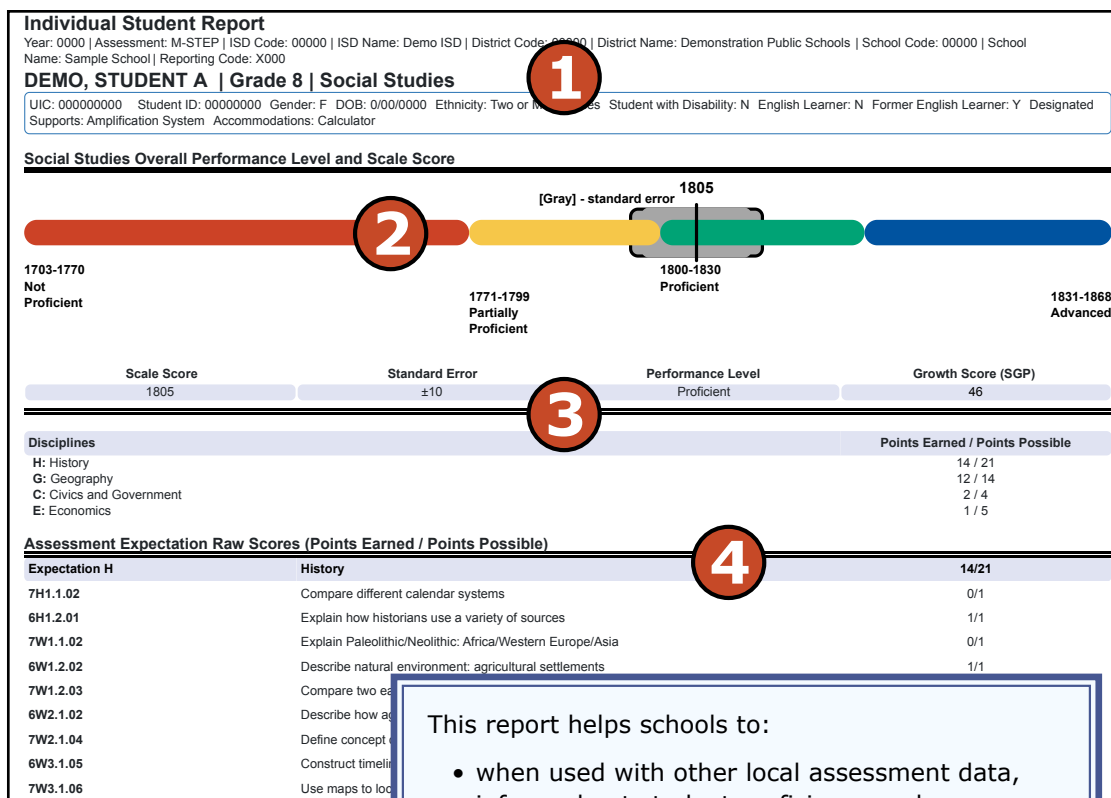
- 1 Student demographic information
- 2 Overall content performance
- 3 Growth data
- 4 Science domains/social studies disciplines

## Student Demographic Information

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

Schools shouldn't use this report to:

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



This report helps schools to:

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

## Overall Content Performance

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

Growth data are typically available after the initial release of assessment reports and include:

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

Growth Scores range from 1 to 99, with 50 being average, and represent the percent of comparable students—that is, those who took the same test and had similar prior test scores—who had growth lower than that student. For example, a Growth Score of 60 means the student had higher growth than 60 percent of comparable students.

Growth Target Scores also range from 1 to 99 and represent the amount of growth above or below average a student needs to maintain year-over-year to reach or maintain proficiency by the end of the set number of years. For example, consider a Growth Target Score of 80. This means the student must maintain considerably above average growth year-over-year to reach or maintain proficiency by the end of the set number of years.

Growth Target Timeframes range from 1 to 3 years and are the number of years expected for a student to reach or maintain proficiency. Growth Target Timeframes are set based on how long it has historically taken similar students to reach or maintain proficiency.

## Science Domains/Social Studies Disciplines

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

## M-STEP ISR Report Features

Features of the M-STEP Individual Student Reports are described below.

### Menu Options

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

### Take Action

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

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

### Help ?

- [Dynamic Score Reporting User Guide](#) – user guide that describes how to access and navigate the Dynamic Score Reporting Site
- [Interpretive Guide to Michigan Grade 8 Testing Reports](#) – provides information on the interpretation and use of grade 8 reports

## Go to Student

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

## Drill Down

The Individual Student Report includes a drill-down feature that enables the user to select the Student Growth Score on the Individual Student Report to open a Student Growth and Proficiency Report when growth scores are available.

After a user has selected the Student Growth Score to drill down into the Student Growth and Proficiency Report and the Student Growth and Proficiency Report displays, a breadcrumb area appears below the District/School entity information that displays “Individual Student

Report > Student Growth and Proficiency Report”. Each report name in the breadcrumb is an active link. To return to the Individual Student Report, the user selects “Individual Student Report”.

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

## About the Data

- Individual Student Reports are available for paper/pencil and online test takers.
- Tests marked “invalid” display the invalid reason.
- Overall content performance is marked on the graphic to indicate the student’s overall scale score and standard error.
- Each color band of the graphic indicates a performance level:
  - Blue is Advanced
  - Green is Proficient
  - Yellow is Partially Proficient
  - Red is Not Proficient
- The color bands contain a minimum and maximum scale score range for that performance level.
- A table below the overall content performance graphic provides the overall content performance data in tabular form.
- Growth Score (SGP) (previously called Student Growth Percentiles) will be reported after the initial release of the student reports.
- Growth Target Score (AGP) and Growth Target Timeframe (previously called Adequate Growth Percentiles) will be reported after the initial release of the student reports.

- Growth data is not available for:
  - all science tests due to no prior assessment data available (prior science testing was field-test only).
  - science reports domain results as raw scores (points earned/points possible). Points possible may vary depending on the test form the student received.
  - social studies reports discipline results as raw scores (points earned/points possible).

## Data Definitions

- **Discipline:** Disciplines are used as a means to organize content standards and expectations. Disciplines apply to social studies.
- **Domains:** Domains are used to group the three-dimensional science standards using similar disciplinary core ideas. Domains apply to science.
- **Growth Score (SGP):** (previously called Student Growth Percentiles) describe a student’s learning over time compared to other students with comparable prior test scores. Percentiles range from one to 99 and indicate how many scores in the comparison group are below that score.
- **Growth Target (AGP):** (previously called Adequate Growth Percentiles) the amount of growth necessary to reach or maintain proficiency. Timeframes range from one to three and indicate how many years it would take for the student to achieve proficiency if they meet the Growth Target Score.
- **Standard Error:** Educational measurements are attempts to capture a student’s true score, or ability, in the area being assessed. The standard error around the student score is an estimate of the range of scores one would expect if the student was to be measured repeatedly with parallel assessments.
- **Raw Score:** Raw scores are points earned/total points possible. Raw scores are not comparable across different forms of the test.
- **Scale Score:** Scale scores are test scores that have been statistically adjusted to a common scale that allows scores to be compared across different forms of the test.

## Parent Report

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

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

This report includes five main sections:

- 1 Superintendent Letter
- 2 What Do My Student's Overall Scores Mean?
- 3 PSAT 8/9 Evidence-Based Reading and Writing (EBRW) and Mathematics Performance Data
- 4 M-STEP Science and Social Studies Performance Data
- 5 Questions to Ask Your Student's Teacher
- 6 Where Can I Find More Information?

### Superintendent Letter

A letter to parents from the State Superintendent is included on each report. This letter describes the Grade 8 assessments and the content assessed

### What Do My Student's Overall Scores Mean?

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

### Overall Content Performance

Grade 8 reports include summary information about PSAT 8/9 and the M-STEP assessments, along with additional information and resources for parents.

**DEMO, STUDENT** | Grade 8  
District: 00000 Demo Public Schools  
 School: 00000 Demo Elementary-Middle School

**2021** | **Parent Report**

Dear Parent or Guardian

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

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

As required by state and federal law, your student took the PSAT™ 8/9 and M-STEP, which measures student knowledge of state academic standards in English language arts and in mathematics. The PSAT™ 8/9 helps to prepare students for the SAT® college entrance exam given each year to high school juniors. Your student also took the Michigan Test of Educational Progress (M-STEP) this spring. The M-STEP measures student progress based on state academic standards for grade 8 science and social studies. Your child's test results are included in this report.

Please remember that these assessments are simply a snapshot of a student's achievement. I encourage you to discuss these results with teachers who know your student personally. The PSAT™ 8/9 and M-STEP results should be used with classroom performance information from your child's teachers, benchmark assessment results, and other reflections of those who work closely with your child to provide the most complete picture of your child's progress. Under no circumstances should you or anyone else judge where your child is academically solely based on results on PSAT™ 8/9 or M-STEP, particularly when administered during a pandemic.

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

Sincerely,

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

What do my student's overall scores mean?

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

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

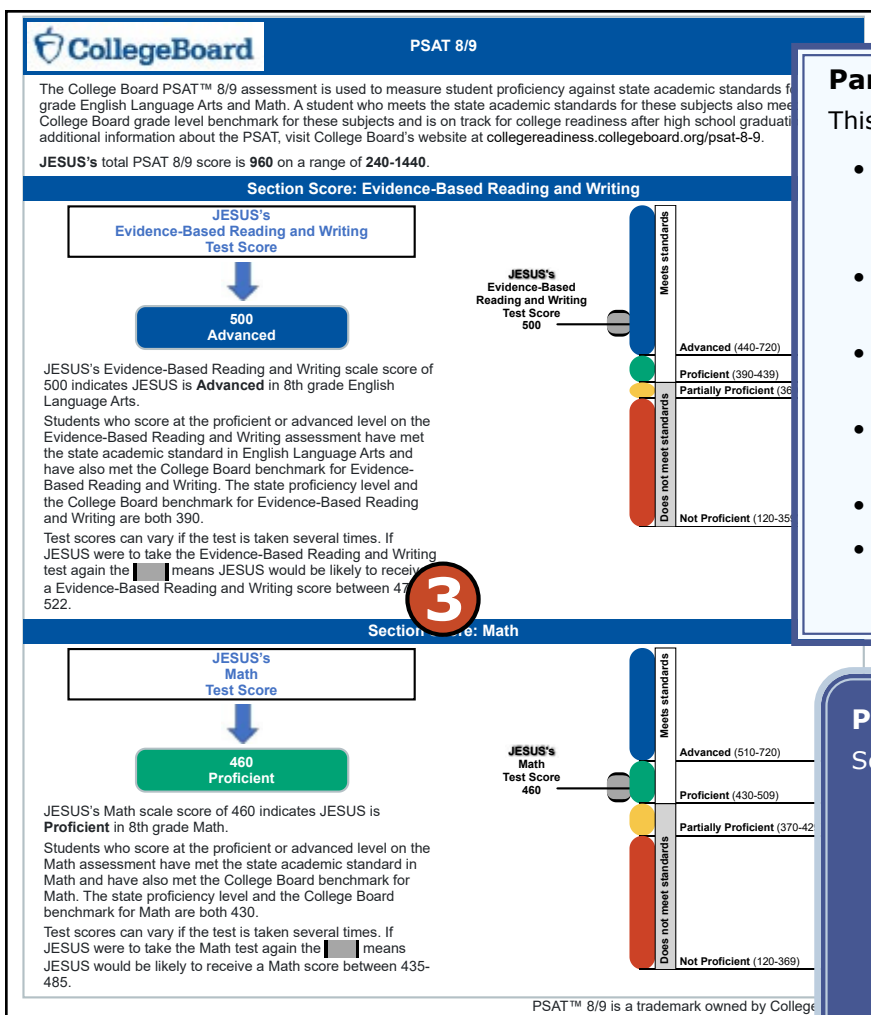
**Proficient** The student's performance indicates understanding and application of key academic content standards defined for Michigan students. The student needs continued support to maintain and improve proficiency.

**Partially Proficient** The student's performance is partially proficient, indicating a partial understanding and application of key academic content standards defined for Michigan students. The student needs assistance to improve achievement.

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

Students who are **Advanced** or **Proficient** have **met** the 8th grade proficiency standards for the content area. Students who are **Partially Proficient** or **Not Proficient** have **not yet met** the grade level proficiency standards for the content area.

UIC: 9999999999



## Parent Report

This report helps schools to:

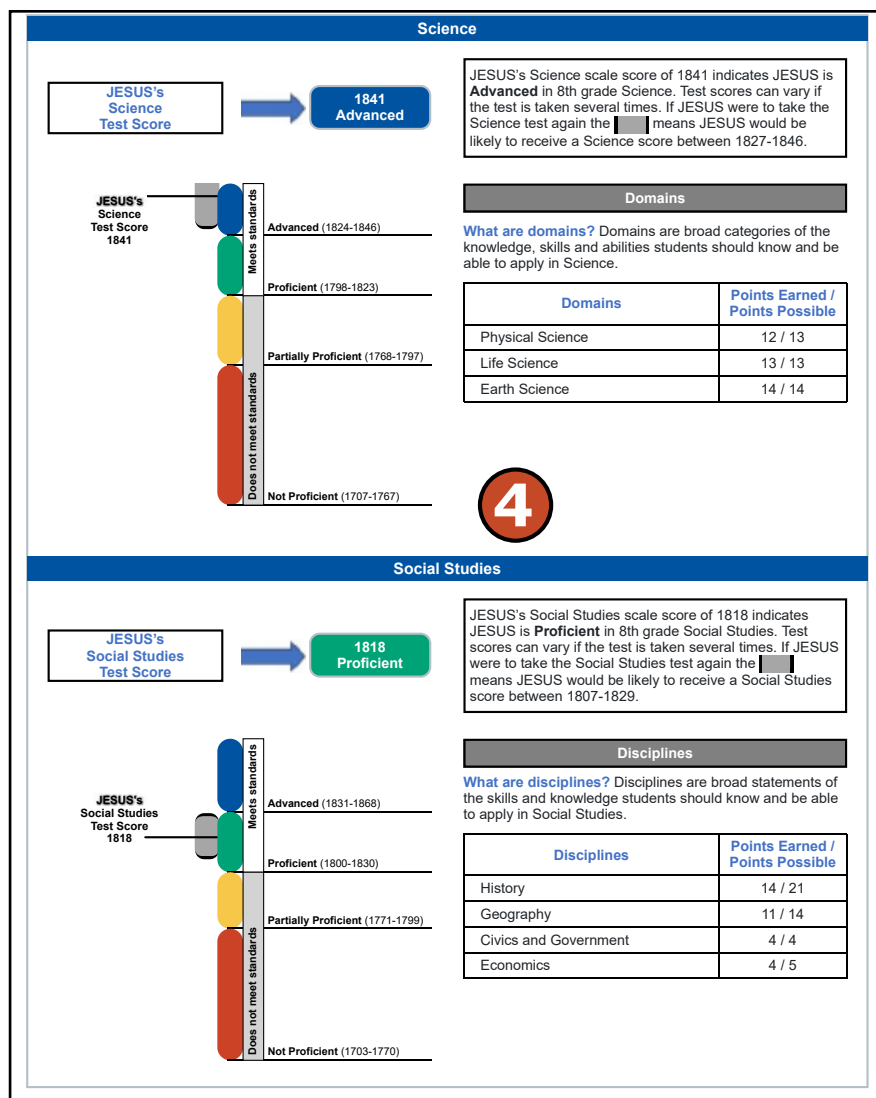
- when used with other local assessment data, inform about student proficiency and progress toward proficiency based on Michigan's academic standards
- view overall summary score and performance-level information at a glance
- view a snapshot of individual student performance based on Michigan's Academic Standards
- analyze summary performance on the English language arts and mathematics claims
- view raw score data on social studies disciplines
- hold a conversation with parents about their student's prior year's assessment results and expectations and plans going forward in the new school year

## Parent Report

Schools shouldn't use this report to:

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





## PSAT 8/9

- The College Board PSAT 8/9 is composed of two sections: Evidence-Based Reading and Writing, and Mathematics. Overall content area scale scores—including standard error and the associated performance level—are provided as a graphic. In addition, the graphic includes the ranges of scale scores that do and do not meet standards, labeled as “Does not meet standards” and “Meets standards.”
- The Michigan Department of Education proficiency cut score and the College Board grade level benchmark score, which show the student's college-readiness after high school graduation, are the same.

Visit the [College Board Michigan web page](http://www.collegeboard.org/michigan) (www.collegeboard.org/michigan) for additional PSAT 8/9 information.

## M-STEP Science and Social Studies Performance Data

- M-STEP science and social studies assessment results are displayed as a graphic and a table. Ranges for each performance level are shown on the graphic.
- Science content standards are organized by domains. Raw scores—that is, points earned out of total points possible—are reported for each science domain. Points possible may vary based on the science form the student was assessed with. Raw scores are not comparable across test forms.
- Social studies content standards are organized by disciplines. Raw scores—that is, points earned out of total points possible—are reported for each discipline. Raw scores are not comparable across test forms.

Visit the [M-STEP web page](http://www.michigan.gov/mstep) (www.michigan.gov/mstep) for additional M-STEP information.

## Questions to Ask Your Student's Teacher

Questions for generating conversations between parents and teachers are offered in the report. These include questions covering all subject areas, and questions based on individual student performance in Evidence-Based Reading and Writing and in Mathematics.

## Menu Options

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

### Take Action

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

- **About this Report** – this document
- **PDF Download** – To view a PDF of the report, select “PDF Download”. This will open a PDF document of the reports, according to your selected filters.

### Help ?

- [Dynamic Score Reporting User Guide](#) – user guide that describes how to access and navigate the Dynamic Score Reporting Site
- [Interpretive Guide to Michigan Grade 8 Testing Reports](#) – provides information on the interpretation and use of grade 8 reports

## Report Features

Features of the Parent Report are described below.

### Go to Student

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

### About the Data

- Parent Reports are available for paper/pencil and online test takers.
- Tests marked “invalid” display the invalid reason. Invalid tests are not included in school, district, or state aggregations.
- Overall content performance is marked on the graphic to indicate the student’s overall scale score and standard error.
- Each color band of the graphic indicates a performance level:
  - Blue is Advanced
  - Green is Proficient

#### Questions to Ask Your Student’s Teacher

##### Questions for All Subject Areas

- Are my student’s scores from last spring consistent with what you are seeing now in the classroom?
- How are creativity and innovative thinking promoted in the classroom?
- What are some resources (including activities, books, websites, technology) we can consider using as a family to support our student in the classroom?
- What strategies for independent learning are being used in the classroom, and how can I reinforce them at home?

##### Questions for Evidence-Based Reading and Writing

- What is happening in the classroom to ensure my student can grow and thrive in English language arts?
- What reading and writing strategies, routines, and interventions are happening at school that I can reinforce?
- Do you recommend any nonfiction articles and/or books for my student?
- How are reading and writing incorporated into the other subjects my student is taking?

##### Questions for Math

- What is happening in the classroom to ensure my student continues to grow and thrive in mathematics?
- What academic challenges does my student face in mathematics and how can I support your work in helping my student overcome these challenges?
- What organizational strategies and tools will be used in the classroom to help my student improve when communicating their mathematical reasoning?
- How is mathematics being taught in the classroom to bring it to life and make it relevant to my student?

#### Where can I find more information?

- The M-STEP webpage at [www.michigan.gov/mstep](http://www.michigan.gov/mstep) has a Parent/Student section with information designed for parents, guardians, and students, including:
  - Michigan’s Education Assessment System: What It Is, What It Means, and What It Offers
  - What Parents Should Know About Assessments
  - M-STEP/PSAT How to Read Your Child’s Score Report for Grades 3-8
  - Parent Report Video for Grades 3-8 and 11 outlining how to read this report
  - Online practice for M-STEP, which contains examples of the types of questions your student may have experienced while taking the M-STEP assessments
  - Parent User Guide — MILEarn Student Assessment Score Reporting Site, a reporting site that provides online access to your student’s Grade 8 Parent Report through your local Student Information System
- The PSAT webpage at [www.michigan.gov/psat](http://www.michigan.gov/psat) has a Parent/Student section which includes Understanding PSAT 8/9 Results for Parents.
- Michigan’s Starting Smarter web page at [mi.startingsmarter.org](http://mi.startingsmarter.org) provides parent-friendly information and resources for the M-STEP assessments and this parent report.



- Yellow is Partially Proficient
- Red is Not Proficient

- The color bands contain a minimum and maximum scale score range for that performance level.
- A table below the overall content performance graphic provides the overall content performance data in tabular form.
- Science reports domain results as raw scores (points earned/points possible). Points possible may vary depending on the test form the student received.
- Social studies report discipline results as raw scores (points earned/points possible).
- Raw scores (points earned/points possible) are reported for each discipline.

## Data Definitions

- **Discipline:** Disciplines are used as a means to organize content standards and expectations. Disciplines apply to social studies.
- **Domains:** Domains are used to group the three-dimensional science standards using similar disciplinary core ideas. Domains apply to science.
- **Standard Error:** Educational measurements are attempts to capture a student's true score, or ability, in the area being assessed. The standard error around the student score is an estimate of the range of scores one would expect if the student was to be measured repeatedly with parallel assessments.
- **Raw Score:** Points earned/total points possible. Raw scores are not comparable across different forms of the test.
- **Scale Score:** Scale scores are test scores that have been statistically adjusted to a common scale that allows scores to be compared across different forms of the test.

## M-STEP Science and Social Studies Student Roster

The Michigan Student Test of Educational Progress (M-STEP) Student Roster Report provides information about student performance by content area.

The report is divided into five main sections:

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

### Overall Proficiency Summary

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

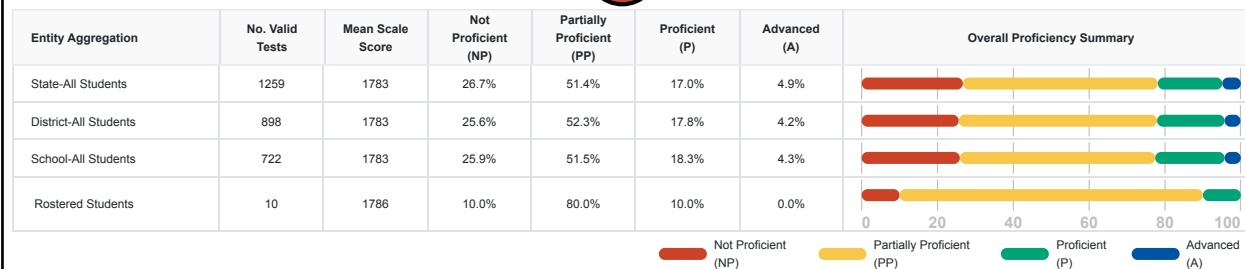
- State – All students in the state
- District – All students in the district
- School – All students in the school
- Rostered Students – Students displayed in the roster according to user filter selections

### Student Roster Report

Year: 2021 | Assessment: M-STEP | ISD Code: 00000 | ISD Name: Demo ISD | District Code: 00000 | District Name: Demo Community School District | School Code: 00000 | School Name: Demo Elementary School | Reporting Code: All

### Grade 8 | Social Studies

#### Proficiency Summary



					Overall Scale Score [Gray] - standard error				Disciplines Points Earned/Points Possible			
Students (Total = 10)	Scale Score	Standard Error	Perf. Level	SGP	1703-1770 (NP)	1771-1799 (PP)	1800-1830 (P)	1831-1868 (A)	History	Geography	Civics and Government	Economics
DEMO_STUDENT_A	1805	±10	P	74					14/21	9/14	3/4	3/5
DEMO_STUDENT_B	1780	±9	PP	57					11/21	0/14	4/4	5/5
DEMO_STUDENT_C	1785	±9	PP	55					9/21	8/14	3/4	2/5
DEMO_STUDENT_D	1796	±9	PP	57					12/21	9/14	2/4	3/5
DEMO_STUDENT_E	1791	±9	PP	56					14/21	7/14	1/4	2/5
DEMO_STUDENT_F	1780	±9	PP	24					8/21	8/14	1/4	3/5
DEMO_STUDENT_G	1780	±9	PP	35					11/21	0/14	4/4	5/5

## Student Roster Report

This report helps schools to:

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

## Student Roster Report

Schools shouldn't use this report to:

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

The data displayed in the table is:

- Total number of valid tests
- Mean scale score
- Percentage of valid tests in each performance level (Not Proficient, Partially Proficient, Proficient, and Advanced)

The data displayed in the graph is:

- Percentage of valid tests in each performance level (Not Proficient, Partially Proficient, Proficient, and Advanced)

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

## Rostered Students Description

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

The following data is displayed in this section:

- Number of students displayed in the student roster – 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

## Overall Content Performance (Table Format) Description

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

Growth Data includes Growth Score, Growth Target Score, and Growth Target Timeframe. Growth Scores (SGP), Growth Target Scores (AGP), and Growth Target Timeframes will be available after the initial release of student reports.

Growth Scores range from one to 99, with 50 being average, and represent the percent of comparable students—that is, who took the same test and had similar prior test scores—who had growth lower than the selected student. For example, a Growth Score of 60 means the student had higher growth than 60 percent of comparable students.

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

Growth Target Timeframes range from one to 3 and are the number of years expected for a student to reach or maintain proficiency. Growth Target Timeframes are set based on how long it has historically taken similar students to reach or maintain proficiency.

Growth data is not available for:

- All science tests due to no prior assessment data available (prior science testing was field-test only).

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).
- **Standard Error:** (gray band in graphic)
- **Performance Levels:**
  - NP = Not Proficient
  - PP = Partially Proficient
  - P = Proficient
  - A = Advanced
- **Growth Score (SGP):** typically 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, selecting twice sorts in descending order).

- **Growth Target (AGP):** typically available after the initial release of reports
  - The AGP is sortable: Sorting by AGP will result in a list of selected students in order of AGP (ascending or descending – selecting “AGP” once sorts in ascending order, selecting twice sorts in descending order).
- **Timeframe:** available after the initial release of reports.
  - The Timeframe is sortable. Sorting by Timeframe will result in a list of selected students in order of Timeframe, with AGP as secondary sort (ascending or descending – selecting “Timeframe” once sorts in ascending order, selecting twice sorts in descending order).

## Overall Content Performance (Graphic Format) Description

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

## Subscore (Domain, or Discipline) Data

- Science: reports domain results as raw scores (points earned/points possible).
- Social studies: reports discipline results as raw scores (points earned/points possible).

## Menu Options

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

## Take Action

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

- **About this Report** – this document

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

## Help ⓘ

- [Dynamic Score Reporting User Guide](#) – user guide that describes how to access and navigate the Dynamic Score Reporting Site
- [Interpretive Guide to Michigan Grade 8 Testing Reports](#) – provides information on the interpretation and use of grade 8 reports

## Report Features

Features of the Student Roster Report are described below.

### Sort Options

There are several sort options available in the report:

- **Domains/Disciplines** – Domains (for science) and Disciplines (for social studies) can be sorted individually. Selecting once sorts from high to low; selecting a second time will sort from low to high.
- **Growth Score (SGP)** – Growth Score can be sorted from high to low on the first selection; if selected a second time, the Growth Score sorts from low to high.
- **Growth Target (AGP)** – Growth Target can be sorted from high to low on the first selection; if selected a second time, the Growth Target sorts from low to high.
- **Growth Target Timeframe** – Growth Target Timeframe can be sorted from high to low on the first selection; if selected a second time, the Growth Target sorts from low to high. The secondary sort for Growth Target Timeframe is the Growth Target score.

- **Scale Score** – Scale Score can be sorted from high to low on the first click; if selected a second time the Scale Score sorts from low to high.
- **Student Name** – the initial display of the report is in alphabetical order with invalid reports grouped at the bottom of the report. Users can select to sort in reverse alphabetical order; invalid reports will display at the top.

## Drill Down

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

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

A user may drill down into an Individual Student Report from the Student Roster 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 “Choose Report” drop-down menu.

## About the Data

- Student Roster Reports are available for paper/pencil and online test takers.
- Tests marked “invalid” display the invalid reason. Invalid tests are not included in school, district, or state aggregations.
- A table provides the overall content performance data in tabular form.
- Overall content performance is marked on the graphic to indicate the student’s overall scale score and standard error.

- Each color band of the graphic indicates a performance level:
  - Blue is Advanced
  - Green is Proficient
  - Yellow is Partially Proficient
  - Red is Not Proficient
- The color bands contain a minimum and maximum scale score range for that performance level.
- Growth Score (SGP) (previously called Student Growth Percentiles) will be reported after the initial release of the student reports.
- Growth Target Score (AGP) and Growth Target Timeframe (previously called Adequate Growth Percentiles) will be reported after the initial release of the student reports.
- Growth data is not available for:
  - All science tests due to no prior assessment data available (prior science testing was field-test only).

## Data Definitions

- **Discipline:** Disciplines are used as a means to organize content standards and expectations. Disciplines apply to social studies.
- **Domains:** Domains are used to group the three-dimensional science standards using similar disciplinary core ideas. Domains apply to science.
- **Growth Score (SGP):** Growth Scores (previously called Student Growth Percentiles) describe a student's learning over time compared to other students with comparable prior test scores. Percentiles range from 1 to 99 and indicate how many scores in the comparison group are below that score.

- **Growth Target (AGP):** Growth Targets (previously called Adequate Growth Percentiles) show the amount of growth necessary to reach or maintain proficiency within a set timeframe. Percentiles range from 1 to 99 and indicate how much growth is required in order for the student to achieve proficiency in the timeframe score.
- **Growth Target (AGP) Timeframe:** Growth Target Timeframes are the amount of time the growth target (AGP) model is expecting the student to take to reach or maintain proficiency. Timeframes range from 1 to 3 and indicate how many years it will take for the student to achieve proficiency if they meet the Growth Target Score.
- **Standard Error:** Educational measurements are attempts to capture a student's true score, or ability, in the area being assessed. The standard error around the student score is an estimate of the range of scores one would expect if the student was to be measured repeatedly with parallel assessments.
- **Raw Score:** Raw Scores are points earned/total points possible. Raw scores are not comparable across different forms of the test.
- **Scale Score:** Scale scores are test scores that have been statistically adjusted to a common scale that allows scores to be compared across different forms of the test.

**Privacy Notice:** The Student Roster Report contains federally protected student information. This report must be used in accordance with the Family Educational Rights and Privacy Act (FERPA).

## PSAT 8/9 Grade 8 Roster Report

The PSAT 8/9 Grade 8 Student Roster Report provides information about student performance by content area.

The report is divided into five main sections:

- 1 Overall Proficiency Summary
- 2 Rostered Student Description
- 3 Overall Content Performance (Table Format)
- 4 Overall Content Performance (Graphic Format)
- 5 Individual Test Scores and Subscore Data

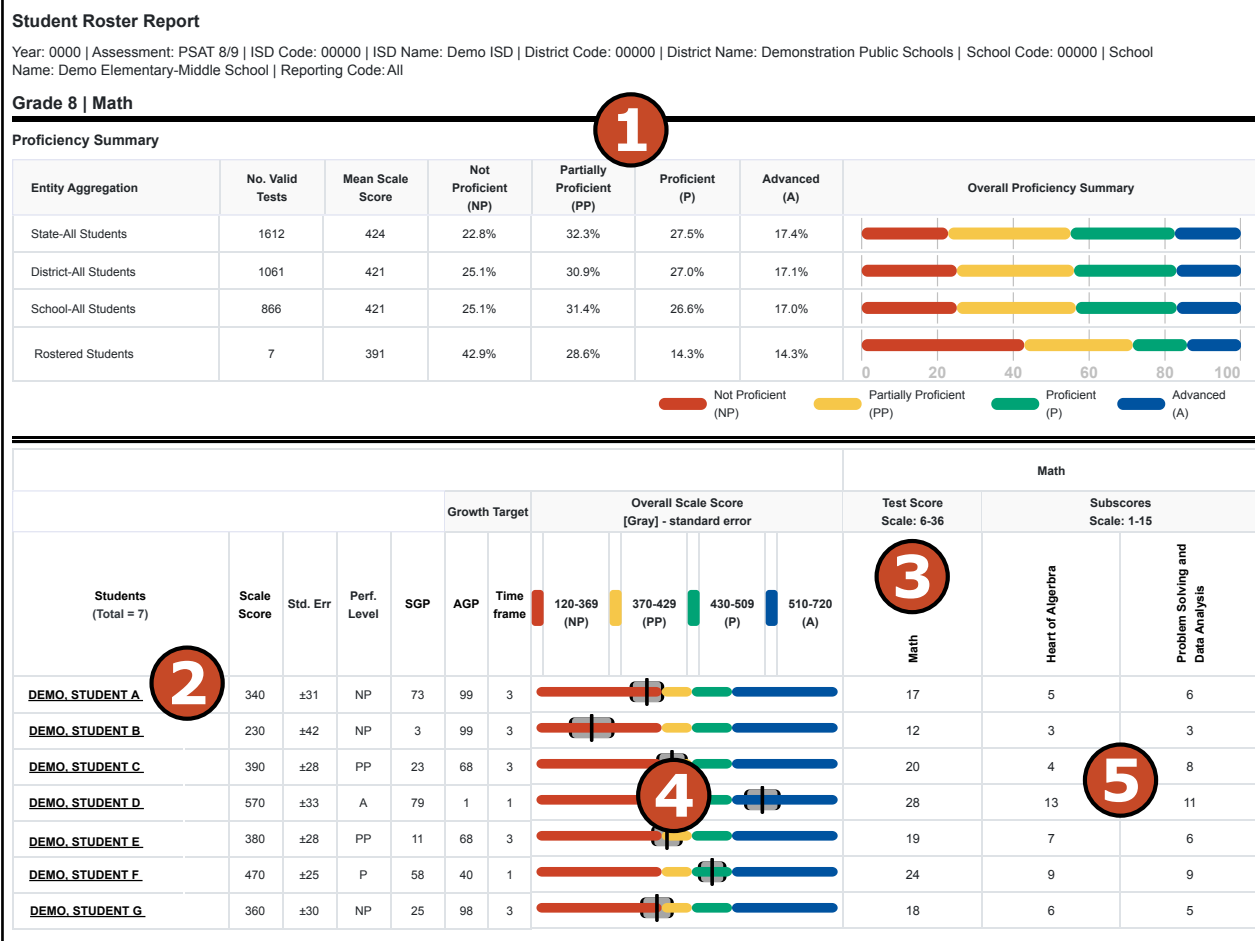
### Overall Proficiency Summary

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

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

The data displayed in the table is:

- Total number of valid tests
- Mean scale score



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



## PSAT 8/9 Grade 8 Roster Report

This report helps schools to:

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

## PSAT 8/9 Grade 8 Roster Report

Schools shouldn't use this report to:

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

## Rostered Student Description

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

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

## Overall Content Performance (Table Format)

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

Growth Data includes Growth Score, Growth Target Score, and Growth Target Timeframe. Growth Scores (SGP), Growth Target Scores (AGP), and Growth Target Timeframes will be available after the initial release of student reports.

Growth Scores range from one to 99, with 50 being average, and represent the percent of comparable students—that is, who took the same test and had similar prior test scores—who had growth lower than that student. For example, a Growth Score of 60 means the student had higher growth than 60 percent of comparable students.

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

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



For each selected student, the following is displayed:

- **Scale Score:** 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).
- **Standard Error:** (gray band in graphic)
- **Performance Levels:**
  - NP = Not Proficient
  - PP = Partially Proficient
  - P = Proficient
  - A = Advanced
- **Growth Score (SGP):** will be available after the initial release of reports.
  - The SGP is sortable. Sorting by SGP will result in a list of selected students in order of SGP (ascending or descending – selecting “SGP” once sorts in ascending order, selecting twice sorts in descending order).
- **Growth Target (AGP):** will be available after the initial release of reports.
  - The AGP is sortable. Sorting by AGP will result in a list of selected students in order of AGP (ascending or descending – selecting “AGP” once sorts in ascending order, selecting twice sorts in descending order).
- **Timeframe:** will be available after the initial release of reports.
  - The Timeframe is sortable. Sorting by Timeframe will result in a list of selected students in order of Timeframe, with AGP as secondary sort (ascending or descending – selecting “Timeframe” once sorts in ascending order, selecting twice sorts in descending order).

## Overall Content Performance (Graphic Format)

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

## Individual Test Scores and Subscore Data

Individual test scores for Reading, Writing and Language, and Mathematics are provided as scale scores between 6-36. Students at the lowest score bands are beginning to obtain basic foundational skills to be college ready. Increases in the score band indicate that students are capable of more complex college-ready skills.

- The reading component of the Evidence-Based Reading and Writing (EBRW) test measures comprehensive and reasoning skills, focusing on close reading of passages in a wide array of subject areas.
- The Writing and Language component of the EBRW test measures a range of skills including command of evidence, expression of ideas, and the use of standard English conventions in grammar and punctuation.
- The Mathematics test includes a range of mathematics practices, with an emphasis on problem solving, modeling, using tools strategically, and using algebraic structure.

## Subscores

Subscores between 1-15 for the Evidenced-Based Reading and Writing and Mathematics provide detail about student performance.

### Evidenced-Based Reading and Writing

- **Command of Evidence** – questions focus on the assessment of students’ ability to understand, evaluate, and make use of textual evidence (facts, details, statistics, and the like).
- **Words in Context** – questions focus on the assessment of students’ ability to interpret words and phrases in context, analyze word choice rhetorically, and use language effectively in writing.
- **Expression of Ideas** – questions focus on the assessment of students’ ability to revise multiparagraph texts for development, organization, and rhetorically effective language use.
- **Standard English Conventions** – questions focus on the assessment of students’ ability to edit multiparagraph texts to ensure conformity to the conventions of standard written English sentence structure, usage, and punctuation.

## Mathematics

- **Heart of Algebra** – questions focus on the assessment of students' skills with linear equations and systems of linear equations.
- **Problem Solving and Data Analysis** – questions focus on the assessment of students' ability to use ratios, percentages, and proportional reasoning, as well as to describe graphical relationships and analyze data.

## Menu Options

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

### Take Action

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

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

### Help ?

- [Dynamic Score Reporting User Guide](#) – user guide that describes how to access and navigate the Dynamic Score Reporting Site
- [Interpretive Guide to Michigan Grade 8 Testing Reports](#) – provides information on the interpretation and use of grade 8 reports

## Report Features

Features of the PSAT Grade 8 Roster Report are described below.

### Sort Options

There are several sort options available in the report:

- **Growth Score (SGP)** – Growth Score can be sorted from high to low on the first selection; if selected a second time, the Growth Score sorts from low to high.
- **Growth Target (AGP)** – Growth Target can be sorted from high to low on the first selection; if selected a second time, the Growth Target sorts from low to high.
- **Growth Target Timeframe** – Growth Target Timeframe can be sorted from high to low on the first selection; if selected a second time, the Growth Target sorts from low to high. The secondary sort for Growth Target Timeframe is the Growth Target score.
- **Student Name** – the initial display of the report is in alphabetical order with invalid reports grouped at the bottom of the report. Users can select to sort in reverse alphabetical order; invalid reports will display at the top.
- **Scale Score** – Scale Score can be sorted from high to low on the first click; if selected a second time, the Scale Score sorts from low to high.

### Drill Down

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

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

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

## Student Overview

The Grade 8 Student Overview Report provides summary information about student performance on the PSAT™ 8/9 in English language arts and Mathematics and the Michigan Student Test of Educational Progress (M-STEP) in Science, and Social Studies.

The report is divided into two main sections:

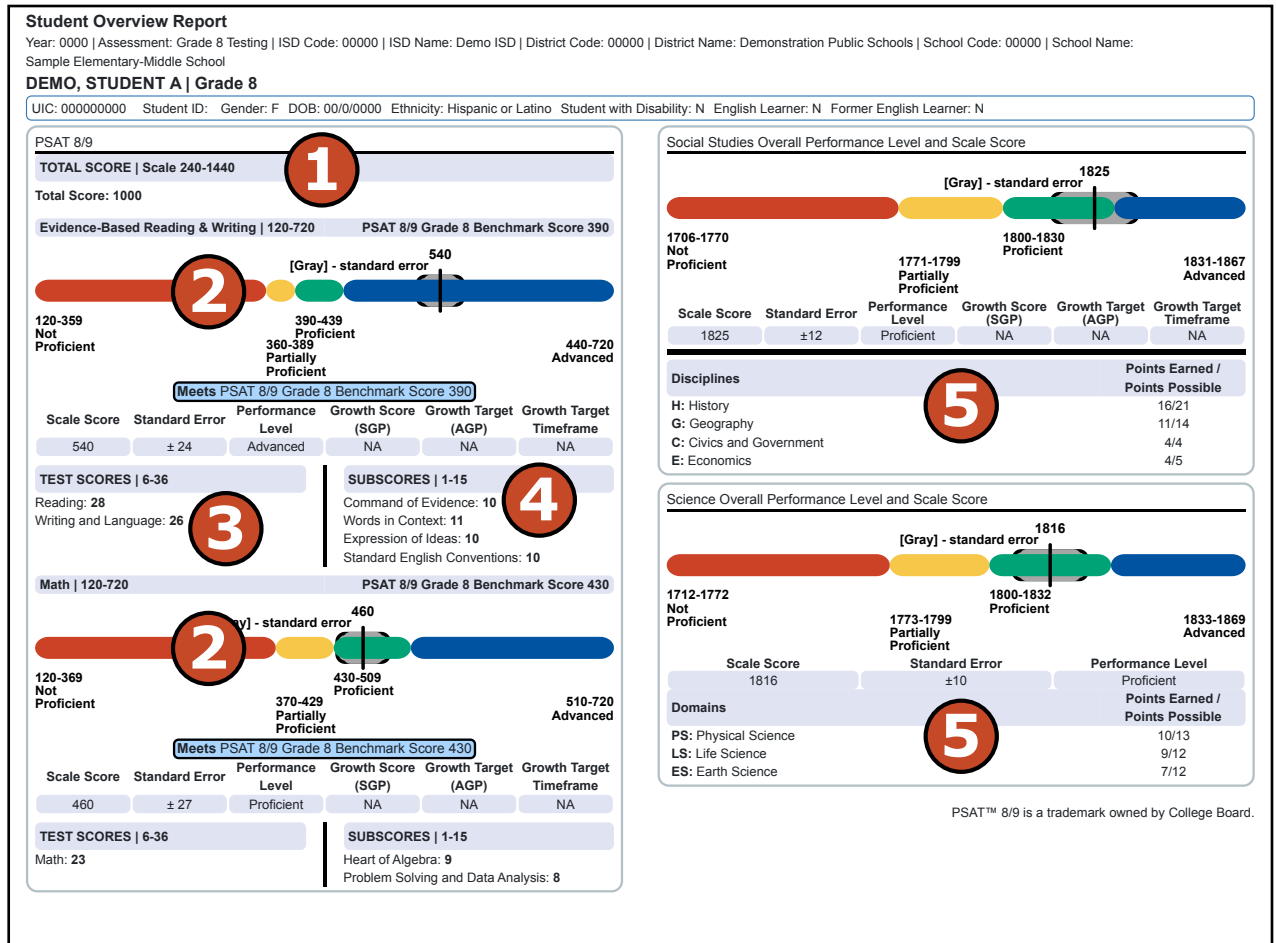
- 1 PSAT Total Score
- 2 PSAT 8/9 Section Scores
- 3 Individual Test Scores
- 4 Subscores
- 5 M-STEP Subscores

The Total Score is the sum of two section scores: Evidence-based Reading and Writing (EBRW) and Mathematics.

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

### Section Scores

- The Evidence-Based Reading and Writing score is derived from the reading test score and the Writing and Language test score.
- The Mathematics Section Score is derived from the Mathematics test score.



- The PSAT 8/9 Grade 8 benchmark scores are indicators displayed on the student's PSAT Score Report provided by the College Board.
- PSAT Grade 8 benchmarks apply to both to Mathematics and to Evidence-Based Reading and Writing.
- Students meeting the PSAT 8/9 Grade 8 benchmark are on track for college readiness upon graduation from high school.

- The College Board PSAT Grade 8 benchmarks and the MDE proficient cut scores shown on this report are the same.
- Growth Data are available after the initial release of assessment reports and include:
  - Growth Score (SGP)
  - Growth Target Score (AGP)
  - Growth Target Timeframe

Growth Scores range from one to 99, with 50 being average, and represent the percent of comparable students—that is, who took the same test and had similar prior test scores—who had growth lower than that student. For example, a Growth Score of 60 means the student had higher growth than 60 percent of comparable students.

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

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

## Individual Test Scores

- The Reading component of the Evidence-Based Reading and Writing (EBRW) test measures comprehensive and reasoning skills, focusing on close reading of passages in a wide array of subject areas.
- The Writing and Language component of the EBRW test measures a range of skills including command of evidence, expression of ideas, and the use of standard English conventions in grammar and punctuation.

- The Mathematics test includes a range of mathematics practices, with an emphasis on problem solving, modeling, using tools strategically, and using algebraic structure.

## Subscores

The EBRW and Mathematics assessments report multiple subscores for Reading, Writing and Language, and Mathematics, all ranging from one to 15 points. Subscores provide more detail about student achievement.

### Subscores of the Reading Test and the Writing and Language Test:

- **Command of Evidence** – questions focus on the assessment of students’ ability to understand, evaluate, and make use of textual evidence (facts, details, statistics, and the like.)
- **Words in Context** – questions focus on the assessment of students’ ability to interpret words and phrases in context, analyze word choice rhetorically, and use language effectively in writing.

### Additional Subscores of the Writing and Language Test:

- **Expression of Ideas** – questions focus on the assessment of students’ ability to revise multiparagraph texts for development, organization, and rhetorically effective language use.
- **Standard English Conventions** – questions focus on the assessment of students’ ability to edit multiparagraph texts to ensure conformity to the conventions of standard written English sentence structure, usage, and punctuation.

### Subscores of the Mathematics Test:

- **Heart of Algebra** – questions focus on the assessment of students’ skills with linear equations and systems of linear equations.
- **Problem Solving and Data Analysis** – questions focus on the assessment of students’ ability to use ratios, percentages, and proportional reasoning, as well as to describe graphical relationships and analyze data.

## M-STEP Subscore (Discipline or Domain) Performance 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 and Grade Level Content
- Expectation (GLCE) within the discipline. Raw scores are not comparable across test forms.
- Science content standards are organized by domains. For Spring 2021, domains are reported by raw scores.

## Menu Options

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

### Take Action

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

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

### Help

- [Dynamic Score Reporting User Guide](#) – user guide that describes how to access and navigate the Dynamic Score Reporting Site
- [Interpretive Guide to Michigan Grade 8 Testing Reports](#) – provides information on the interpretation and use of grade 8 reports

## Report Features

Features of the Student Overview Report are described below.

### Go to Student

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

### About the Data

- Student Overview Reports are available for paper/pencil and online test takers.
- Tests marked “invalid” display the invalid reason.
- Overall content performance is marked on the graphic to indicate the student’s overall scale score and standard error.
- Each color band of the graphic indicates a performance level:
  - Blue is Advanced
  - Green is Proficient
  - Yellow is Partially Proficient
  - Red is Not Proficient
- The color bands contain a minimum and maximum scale score range for that performance level.
- A table below the overall content performance graphic provides the overall content performance data in tabular form.
- Growth Score (SGP) (previously called Student Growth Percentiles) will be reported after the initial release of the student reports.
- Growth Target Score (AGP) and Growth Target Timeframe (previously called Adequate Growth Percentiles) will be reported after the initial release of the student reports.
- Social studies report discipline results as raw scores (points earned/points possible).

## Data Definitions

- **Discipline:** Disciplines are used as a means to organize content standards and expectations. Disciplines apply to social studies.
- **Domains:** Domains are used to group the three-dimensional science standards using similar disciplinary core ideas. Domains apply to science.
- **Growth Score (SGP):** Growth Scores (previously called Student Growth Percentiles) describe a student's learning over time compared to other students with comparable prior test scores. Percentiles range from 1 to 99 and indicate how many scores in the comparison group are below that score.
- **Growth Target (AGP):** Growth Targets (previously called Adequate Growth Percentiles) the amount of growth necessary to reach or maintain proficiency within a set timeframe. Percentiles range from 1 to 99 and indicate how much growth is required in order for the student to achieve proficiency in the timeframe score.
- **Growth Target (AGP) Timeframe:** Growth Target Timeframes show the amount of time the growth target (AGP) model is expecting the student to take to reach or maintain proficiency. Timeframes range from 1 to 3 and indicate how many years it will take for the student to achieve proficiency if they meet the Growth Target Score.
- **Standard Error:** Educational measurements are attempts to capture a student's true score, or ability, in the area being assessed. The standard error around the student score is an estimate of the range of scores one would expect if the student was to be measured repeatedly with parallel assessments.
- **Raw Score:** Points earned/total points possible. Raw scores are not comparable across different forms of the test.
- **Scale Score:** Scale scores are test scores that have been statistically adjusted to a common scale that allows scores to be compared across different forms of the test.



## Student Growth and Proficiency Report

The PSAT™ 8/9 Student Growth and Proficiency Report provides information about student growth by content area. Each student in grade 8 will have a separate Student Growth and Proficiency report for PSAT 8/9 Evidence-Based Reading and Writing (EBRW), PSAT 8/9 Mathematics, and M-STEP Social Studies.

EBRW and Mathematics reports will have Growth Scores and Growth Target. M-STEP Social Studies will have Growth Scores. There is no Student Growth and Proficiency Report for Science because there are no prior year test scores available from which to calculate growth.

Grades 8 and 11 Social Studies do not include Growth Target (AGP) or Growth Target Timeframe data. This is because AGP/Timeframe scores are projections that are reportable based on the prior year assessment score and are based on projections of one to three years. Due to the gap of three years or more between assessments in this content area at these grade levels, MDE does not report Growth Target data for grades 8 and 11 social studies.

The report is divided into three main sections:

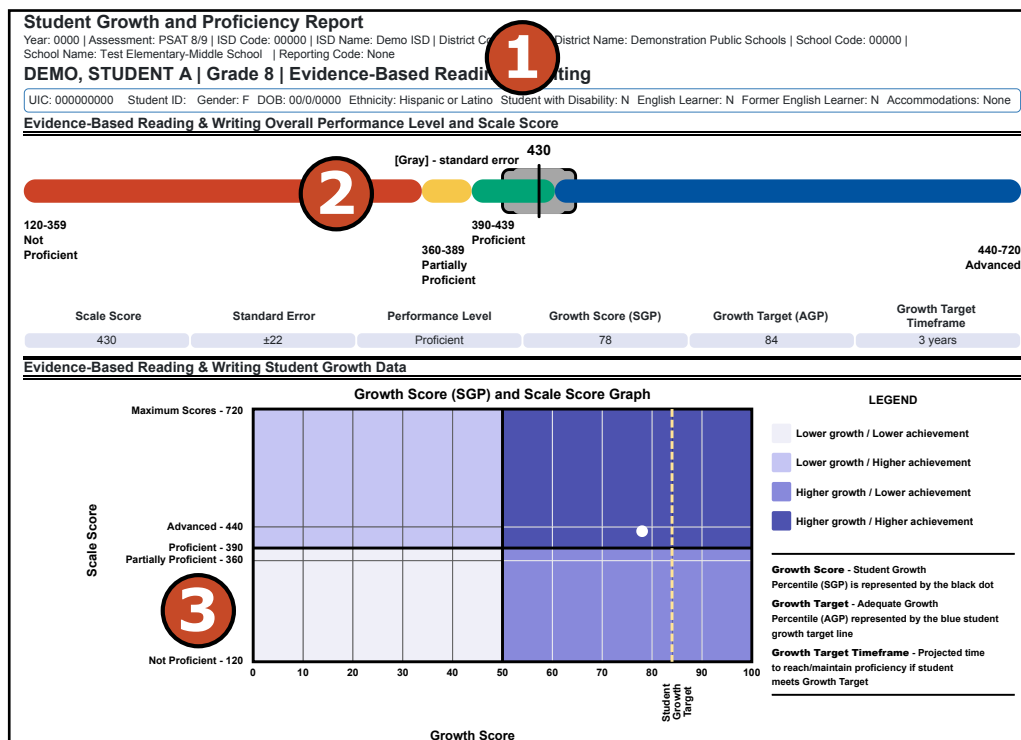
- 1 Student Demographic Information
- 2 Overall Content Performance
- 3 Student Growth Data Graph

### Student Demographic Information

This section provides identifying information about the student including name, grade, gender, date of birth, race/ethnicity, Unique Identification Code (UIC), and, if provided by the school, the district student ID. The report will indicate if the student has been marked as a Student with Disability, English Learner, or Former English

Learner in the Michigan Student Data System (MSDS). Additionally, any designated supports or accommodations the student received as indicated by the DRC INSIGHT Portal or the paper/pencil Answer Document are displayed. The report will indicate if the student has been marked as a Student with Disability, English Learner, or Former English Learner in the Michigan Student Data System (MSDS).

Also, any designated supports or accommodations the student received will be listed.





## Student Growth and Proficiency Report

This report helps schools to:

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

## Student Growth and Proficiency Report

Schools shouldn't use this report to:

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

## Overall Content Performance and Growth Data

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

Growth Data are available and includes:

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

Growth scores describe a student's learning over time compared to other students who took the same test and had similar prior test scores. Growth Scores are percentiles that range from one to 99 with 50 being the average and indicate how many scores in the comparison group are below that score. For example, a Growth Score of 60 means the student had higher growth than 60 percent of comparable students.

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

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

## Student Growth Data Graph

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

The x-axis (horizontal axis) of the graph labels the Growth Scores and ranges from 1-99. Student Growth Target is also displayed with a vertical dotted line.

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

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

Each section is identified:

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

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

## Menu Options

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

### Take Action

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

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

### Help ?

- [Dynamic Score Reporting User Guide](#) – user guide that describes how to access and navigate the Dynamic Score Reporting Site
- [Interpretive Guide to Michigan Grade 8 Testing Reports](#) – provides information on the interpretation and use of grade 8 reports

## Report Features

Features of the Student Growth and Proficiency Report are described below.

### Go to Student

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

## About the Data

- Student Growth and Proficiency Reports are available for paper/pencil and online test takers.
- Tests marked “invalid” display the invalid reason.
- Overall content performance is marked on the graphic to indicate the student’s overall scale score and standard error.
- Each color band of the graphic indicates a performance level:
  - Blue is Advanced
  - Green is Proficient
  - Yellow is Partially Proficient
  - Red is Not Proficient
- The color bands contain a minimum and maximum scale score range for that performance level.
- A table below the overall content performance graphic provides the overall content performance data in tabular form.
- Growth data is not available for:
  - All grade 3 tests
  - All grade 4 tests in Spring 2021 only due to no prior year assessment data as a result of the cancellation of Spring 2020 testing
  - Grade 5 social studies tests
  - All science tests due to no prior assessment data available (prior science testing was field-test only)

## Data Definitions

- **Growth Score (SGP):** (previously called Student Growth Percentiles) describe a student’s learning over time compared to other students with comparable prior test scores. Percentiles range from one to 99 and indicate how many scores in the comparison group are below that score.

- **Growth Target (AGP):** (previously called Adequate Growth Percentiles) the amount of growth necessary to reach or maintain proficiency within a set timeframe. Percentiles range from one to 99 and indicate how much growth is required in order for the student to achieve proficiency in the timeframe score.
- **Growth Target (AGP) Timeframe:** the amount of time the growth target (AGP) model is expecting the student to take to reach or maintain proficiency. Timeframes range from 1 to 3 and indicate how many years it would take for the student to achieve proficiency if they meet the Growth Target Score.
- **Standard Error:** Educational measurements are attempts to capture a student's true score, or ability, in the area being assessed. The standard error around the student score is an estimate of the range of scores one would expect if the student was to be measured repeatedly with parallel assessments.
- **Scale Score:** Scale scores are test scores that have been statistically adjusted to a common scale that allows scores to be compared across different forms of the test.

## Aggregate Data Reports

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

### M-STEP Expectation Analysis Report

The Michigan Student Test of Educational Progress (M-STEP) Expectation Analysis Report provides the percentage of points earned by grade and content area expectation in each discipline for social studies, and the number of students scoring in each of four scoring categories. Expectation Analysis Reports are provided for social studies only.

The report is divided into two main sections:

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

Schools shouldn't use this report to:

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

### Discipline and Expectation Information

The report displays the discipline being reported in the gray heading area. The discipline heading can be collapsed by selecting the caret next to the discipline. Next, the expectations within the discipline are listed, including the Michigan Academic Standard abbreviation and a short description of each expectation.

This report helps schools to:

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

District Expectation Analysis Report							
Year: 20XX   Assessment: M-STEP   ISD Code: 00000   ISD Name: Demo RESA   District Code: 55555   District Name: Sample Public Schools   Reporting Code: All							
Grade 08   Social Studies   All Students							
Discipline H	History	No. of Students Assessed per Expectation	Average % Points Earned	Number of Students With:			
Expectations				0-25% Points Earned	26-50% Points Earned	51-75% Points Earned	76-100% Points Earned
7H1.1.02	Compare different calendar systems	1024	50.7	505	0	0	519
6H1.2.01	Explain how historians use a variety of sources	1024	4.3	980	0	0	44
6H1.2.02	Read a historical passage/identify factual knowledge	37	43.2	21	0	0	16
7H1.2.06	Identify the role of the individual in history	37	45.9	20	0	0	17
6H1.4.01	Describe cultural institutions: study an era/region	37	43.2	21	0	0	16
7W1.1.01	Explain human communities: Eastern Hemisphere	37	89.2	4	0	0	33
7W1.1.02	Explain Paleolithic/Neolithic: Africa/Western Europe/Asia	1024	21.3	806	0	0	218
7Y1.2.02	Describe natural environment: agricultural settlements	1061	86	149	0	0	912
1.2.03	Explain the impact of the Agricultural Revolution	37	89.2	4	0	0	33
1.2.01	Describe natural environment: agricultural settlements	1024	48.9	523	0	0	501
1.2.03	Compare two early civilizations: Eastern Hemisphere	1024	26.5	753	0	0	271
2.1.01	Explain how environment/agriculture in Western Hemisphere	37	81.1	7	0	0	30
2.1.02	Describe how agriculture led: agrarian civilizations	1024	50.3	509	0	0	515
2.1.02	Use maps: locate river systems/early civilizations	37	54.1	17	0	0	20
2.1.04	Define concept of cultural diffusion	1024	58.3	427	0	0	597
3.1.05	Construct timeline of early societies: Western Hemisphere	1024	62.5	384	0	0	640
3.1.03	Compare features: city-state/civilization/empire	37	54.1	17	0	0	20

## Aggregate student data by expectation

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

## Report Features

Features of the Expectation Analysis Report are described below.

## Student Population

The population of students to be displayed may be selected by the user 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

## Menu Options

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

## Take Action

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

- **About this Report** – this document

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

## Help ?

- [Dynamic Score Reporting User Guide](#) – user guide that describes how to access and navigate the Dynamic Score Reporting Site
- [Interpretive Guide to Michigan Grade 8 Testing Reports](#) – provides information on the interpretation and use of grade 8 reports

## About the Data

- Expectation Analysis Reports are available for paper and pencil and online test takers.
- Expectation Analysis Reports are available for social studies only.
- Only valid test scores are included in the reported results.
- Homeschool students are excluded from the reported results.
- Nonpublic students are included only on the school level reports. They are excluded from district and state level results.
- Data reported for populations fewer than 10 are for school or district use only and should not be disseminated to the public.
- Percentages of the four performance levels may not total 100% due to rounding.

## Data Definitions

- **Discipline:** Disciplines are used as a means to organize content standards and expectations. Disciplines apply to social studies.

## Demographic Report

The Demographic Report is available both for PSAT 8/9 in Evidence-Based Reading and Writing, and Mathematics and for M-STEP social studies.

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

The report is divided into three main sections:

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

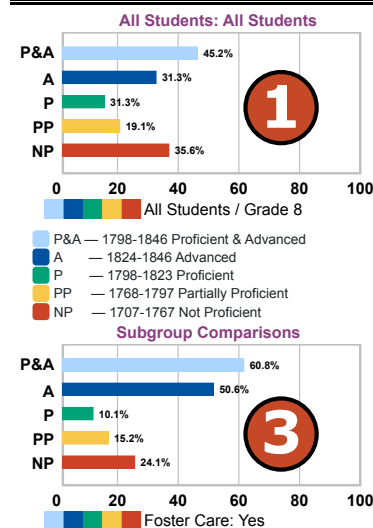
### Overall Performance Level Percentages Graphic

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

### School Demographic Report

Year: 20XX | Assessment: M-STEP | ISD Code: 00000 | ISD Name: Demo ISD | District Code: 00000 | District Name: Demo Schools Community District | School Code: 00000 | School Name: Demo Elementary-Middle School

#### Grade 8 | Science | All Students



Demographic Subgroups	No. of Students Assessed	Mean Scale Score	% at NP	% at PP	% at P	% at A	% at P & A*
All Students / All Grades	1242	1653	36.6	29.7	11.7	22.0	33.7
All Students / Grade 8	721	1790	35.6	19.1	13.9	31.3	45.2
<b>Gender</b>							
Male	371	1790	34.5	20.2	14.3	31.0	45.3
Female	350	1790	36.9	18.0	13.4	31.7	45.1
<b>Ethnicity</b>							
American Indian or Alaska Native	112	1794	31.3	22.3	13.4	33.0	46.4
Asian	94	1788	35.1	20.2	17.0	27.7	44.7
Black or African American	94	1793	36.2	14.9	13.8	35.1	48.9
Hispanic or Latino	110	1790	36.4	14.5	17.3	31.8	49.1
Native Hawaiian or Other Pacific Islander	113	1789	36.3	23.0	12.4	28.3	40.7
Two or More Races	114	1788	36.8	20.2	9.6	33.3	43.0
White	84	1788	38.1	17.9	14.3	29.8	44.0
<b>Additional Reporting Groups</b>							
Economically Disadvantaged: Yes	339	1789	38.2	22.2	14.5	32.7	47.2
Economically Disadvantaged: No	382	1791	33.0	23.6	13.4	30.1	43.5
English Learner: Yes	114	1795	28.1	26.3	11.4	34.2	45.6
English Learner: No	607	1789	37.1	17.8	14.3	30.8	45.1
Former English Learner: Yes	99	1805	25.3	19.2	9.1	46.5	55.6
Former English Learner: No	622	1788	37.3	19.1	14.6	28.9	43.6
Foster Care: Yes	79	1807	24.1	15.2	10.1	50.6	60.8
Foster Care: No	642	1788	37.1	19.6	14.3	29.0	43.3
Homeless: Yes	90	1802	27.8	15.6	7.8	48.9	56.7
Homeless: No	631	1788	36.8	19.7	14.7	28.8	43.6
Migrant: Yes	97	1801	30.9	13.4	13.4	42.3	55.7
Migrant: No	624	1788	36.4	20.0	13.9	29.6	43.6
Military Connected: Yes	103	1797	30.1	21.4	8.7	39.8	48.5
Military Connected: No	618	1789	36.6	18.8	14.7	29.9	44.7
Students with Disabilities: Yes	96	1795	34.4	14.6	13.5	37.5	51.0
Students with Disabilities: No	625	1789	35.8	19.8	13.9	30.4	44.3
<b>Accommodation</b>							
Standard Accommodation - all students	195	1792	39.5	12.3	10.3	37.9	48.2
Standard Accommodation - EL only	35	1810	20.0	22.9	5.7	51.4	57.1

\* Value may not equal the exact sum of Proficient and Advanced due to rounding.

Date last modified:

### Demographic Subgroup Performance Level Data Table

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

The demographic subgroups reported are:

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

### Demographic Subgroup Performance Level Percentages Graphic

The user may select up to eight demographic subgroups in the demographic table to compare against the overall student population. Each selected demographic subgroup will be highlighted and a graph entitled “Subgroup Comparisons” with a corresponding horizontal bar

### Demographic Report

This report helps schools to:

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

### Demographic Report

Schools shouldn’t use this report to:

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



graph will display under the overall performance level graph. Patterns and different colors are applied to represent each subgroup and the legend below the graph is updated to display the color and pattern for each selected demographic subgroup displayed in the graph.

## Report Features

Features of the Demographic Report are described below.

### Student Population

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

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

## Menu Options

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

### Take Action

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

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

## Help ?

- [Dynamic Score Reporting User Guide](#) – user guide that describes how to access and navigate the Dynamic Score Reporting Site
- [Interpretive Guide to Michigan Grade 8 Testing Reports](#) – provides information on the interpretation and use of grade 8 reports

## Drill Down

The School Demographic Report includes a drill-down feature that enables the user to select the link in the Number of Students Assessed column to open a Student Roster Report, which includes the students represented in the aggregated group. When the Number of Students Assessed is zero, the ‘0’ is not an active link. **Note:** In some instances, the number of students displayed may differ between the School Demographic Report and the generated Student Roster Report. This is because the Demographic Report does not include invalid tests, while the Student Roster Report does include invalid tests.

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

The Drill-Down feature is not available on the State or District level Demographic Reports.



## About the Data

- Demographic Reports are available for paper and pencil and online test takers.
- Only valid test scores are included in the reported results.
- Homeschool students are excluded from the reported results.
- Nonpublic students are included only on the school level reports. They are excluded from district and state level results.
- Percentages of the four performance levels may not total 100% due to rounding.
- The reported combined percentage of Proficient (P) plus Advanced (A) may not equal the sum due to rounding.
- The first horizontal bar graph displays the percentage of students scoring at each proficiency level for the selected grade, content, and student population (All Students, Students with Disabilities, or All Except Students with Disabilities).

- If a demographic subgroup is selected on the table, the comparison horizontal bar graph will display the same grade, content, and student population for the demographic group selected (an example may be *All Eighth Grade Students with Disabilities* being compared to Eighth Grade *Female* Students with Disabilities).

## Data Definitions

- **Mean Scale Score:** The mean scale score for a group of students is determined by summing the valid scale scores across that group (within a grade and content area) and dividing by the number of valid scores used for the summed total.
- **Scale Score:** Scale scores are test scores that have been statistically adjusted to a common scale that allows scores to be compared across different forms of the test.

## Comprehensive Report

The PSAT 8/9 and the Michigan Student Test of Educational Progress (M-STEP) Comprehensive Reports provide a comparison of students by grade and content, aggregated across schools, showing the percentages proficient at each performance level (Advanced, Proficient, Partially Proficient, and Not Proficient). The Comprehensive Reports are available at the district level.

The report is divided into three main sections:

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

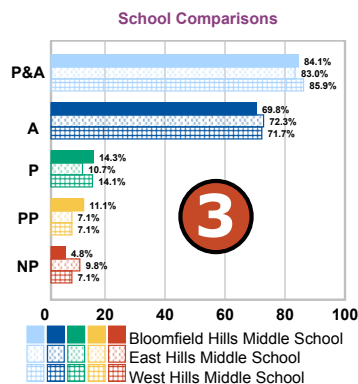
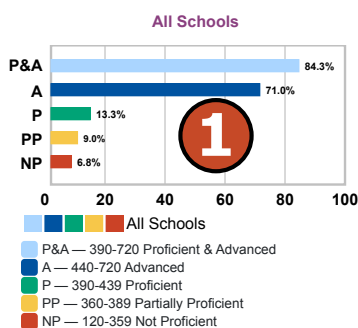
### Overall Performance Level Percentages Graphic

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

## District Comprehensive Report

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

### Grade 8 | Evidence-Based Reading & Writing | All Students



\* Value may not equal 100%  
\* Values may not sum to 100%

Demographic Subgroups	No. of Students Assessed	Mean Scale Score	% at NP	% at PP	% at P	% at A	% at P & A*
All Schools	400	481	6.8	9.0	13.3	71.0	84.3
Bloomfield Hills Middle School	189	478	4.8	11.1	14.3	69.8	84.1
East Hills Middle School	112	487	9.8	7.1	10.7	72.3	83.0
West Hills Middle School	99	479	7.1	7.1	14.1	71.7	85.9

## Demographic Report

This report helps schools to:

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

## Demographic Report

Schools shouldn't use this report to:

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

### Entity Performance Level Data Table

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

### School Performance Level Percentages Graphic

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

### Report Features

Features of the Comprehensive Report are described below.

#### Student Population

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

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

### Menu Options

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

#### Take Action

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

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

### Help ?

- [Dynamic Score Reporting User Guide](#) – user guide that describes how to access and navigate the Dynamic Score Reporting Site
- [Interpretive Guide to Michigan Grade 8 Testing Reports](#) – provides information on the interpretation and use of grade 8 reports

### Drill-Down Feature

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 District/ School entity information, displaying “District Comprehensive Report > School Demographic Report”. Each Comprehensive Report in the breadcrumb is an active link. To return to the District Comprehensive Report, the user selects “District Comprehensive Report”.

### About the Data

- Comprehensive Reports are available for paper/pencil and online test takers.
- Only valid test scores are included in the reported results.
- Homeschool students are excluded from the reported results.
- Nonpublic students are excluded from reported results.

- Percentages of the four performance levels may not total 100% due to rounding.
- The reported combined percentage of Proficient (P) plus Advanced (A) may not equal the sum due to rounding.

## Data Definitions

- **Mean Scale Score:** The mean scale score for a group of students is determined by summing the valid scale scores across that group (within a grade and content area) and dividing by the number of valid scores used for the summed total.
- **Scale Score:** Scale scores are test scores that have been statistically adjusted to a common scale that allows scores to be compared across different forms of the test.

## OEAA Secure Site Data Files

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

### Student Data File

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

**School information** – student ISD, district, and school codes

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

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

**Student Performance Data** – includes student scale score, student growth score, growth target, growth target time frame, and raw score data for social studies

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.

### PSAT Student Roster (CSV) File Format

The download file containing PSAT 8/9 data is a Comma Delimited File (CSV) with the following fields in order:

PSAT Student Roster (CSV) File Layout			
Column	Field Name	Description	Field Type (Length)
A	TestCycle	Spring 21 PSAT	varchar(60)
B	ISDCODE	ISD Code	varchar(5)
C	ISDName	ISD Name	varchar(50)
D	DistrictCode	District Code	varchar(5)
E	DistrictName	District Name	varchar(50)
F	SchoolCode	School Code	varchar(5)
G	SchoolName	School Name	varchar(50)
H	Grade	Tested Grade	int(2)
I	ContentArea	Content Area <ul style="list-style-type: none"> <li>• EL=ELA/EBRW</li> <li>• MA=Math</li> </ul>	varchar(2)
J	ReportingCode	Reporting Code	varchar(4)
K	ReportingCodeLabel	Reporting Code Label	varchar(25)
L	LastName	Student Last Name	varchar(30)
M	FirstName	Student First Name	varchar(30)
N	MiddleInitial	Student Middle Initial	varchar(1)
O	UIC	Student Unique Identification Code (UIC)	varchar(10)
P	StudentNumber	Locally assigned student number	varchar(20)
Q	CollegeBoardStudentID	College Board student id number	varchar(7)
R	BirthDate	Student Date of Birth (mm/dd/yyyy)	datetime(8)
S	Gender	Student gender <ul style="list-style-type: none"> <li>• F = Female</li> <li>• M = Male</li> </ul>	varchar(1)
T	Ethnicity	Student ethnicity: <ul style="list-style-type: none"> <li>• American Indian or Alaska Native</li> <li>• Asian</li> <li>• Black or African American</li> <li>• Hispanic or Latino</li> <li>• Native Hawaiian or Other Pacific Islander</li> <li>• Two or more races</li> <li>• White</li> </ul>	varchar(50)
U	EconDisadv	Economically Disadvantaged <ul style="list-style-type: none"> <li>• Yes</li> <li>• No</li> </ul>	varchar(3)
V	EnglishLearner	English Learner <ul style="list-style-type: none"> <li>• Yes</li> <li>• No</li> </ul>	varchar(3)

## Aggregate Data File

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

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

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

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

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

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

### PSAT 8/9 Demographic Downloadable (CSV) File Format

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

PSAT 8/9, SAT with Essay Demographic Downloadable (CSV) File Layout			
Column	Field Name	Description	Field Type (Length)
A	TestCycle	Spring 20xx PSAT/SAT	varchar(60)
B	ISDCODE	ISD Code	char(5)
C	ISDName	ISD Name	varchar(50)
D	DistrictCode	District Code	char(5)
E	DistrictName	District Name	varchar(50)
F	SchoolCode	School Code	char(5)
G	SchoolName	School Name or All Buildings	varchar(50)
H	Assessment	PSAT 8/9 or SAT with Essay	varchar (14)
I	Grade	Tested Grade	int(2)
J	ContentArea	Content Area <ul style="list-style-type: none"> <li>EL=ELA/EBRW (Evidenced-Based Reading and Writing)</li> <li>MA=Math</li> </ul>	varchar(2)
K	StudentPopulation	Student Population <ul style="list-style-type: none"> <li>All = All Students</li> <li>SWD = Students with Disabilities</li> <li>AED = All Except SWD</li> </ul>	varchar(3)
L	DemographicGroup	Demographic Groups <ul style="list-style-type: none"> <li>All Students/All Grades</li> <li>All Students/Grade X</li> <li>Gender</li> <li>Ethnicity</li> <li>Economically Disadvantaged</li> <li>English Learner</li> <li>Former English Learner</li> <li>Foster Care</li> <li>Homeless</li> <li>Migrant</li> <li>Military Connected</li> <li>Students with Disabilities</li> <li>Standard Accommodation</li> </ul>	varchar(30)
M	DemographicSubGroup	For each Demographic Group, the following subgroups are reported: <ul style="list-style-type: none"> <li>Gender: <ul style="list-style-type: none"> <li>Male</li> <li>Female</li> </ul> </li> <li>Ethnicity: <ul style="list-style-type: none"> <li>American Indian or Alaska Native</li> <li>Asian</li> </ul> </li> </ul>	varchar(50)

## Section 7: Additional Resources

### Additional Sources of Assessment Results

#### MI School Data

[MI School Data](http://www.michigan.gov/mischooldata) ([www.michigan.gov/mischooldata](http://www.michigan.gov/mischooldata)) is an online public portal that provides views of Michigan education data, 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

[Michigan Linked Educational Assessment Reporting Network \(MiLearn\)](http://www.michigan.gov/milearn) is a Michigan Department of Education service that delivers state assessment data electronically to students, parents, and educators directly through the district's Student Information System (SIS). MiLearn is updated daily using the Michigan Data Hub data to reflect student enrollment changes.

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

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

Currently, MiLearn houses three years' worth of M-STEP results data. Beginning with the Spring 2019 score results, PSAT 8/9 results will be added to the system. For more information on MiLearn, contact Tim Hall at [hallt@michigan.gov](mailto:hallt@michigan.gov).

### General Resources

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

#### Resources available on the M-STEP web page:

- M-STEP and PSAT Performance Level (PL) Descriptors
- M-STEP Performance Level Scale Score Ranges
- Statewide Summative Assessments Calendars
- Michigan's Education Assessment System: What It Is, What It Means, and What It Offers – presentation
- Online practice for M-STEP science and social studies
- Sample Item Sets
- What Parents Should Know About Assessments
- M-STEP Parent Guides – available in English and translated versions of Spanish and Arabic

#### Resources available on the PSAT web page:

- PSAT 8/9 Understanding Scores
- Understanding PSAT 8/9 Results for Parents

[College Board website](http://www.collegeboard.org/psat) ([www.collegeboard.org/psat](http://www.collegeboard.org/psat)): for PSAT 8/9 information

[Guidelines on the Uses of College Board Test Scores and Related Data](https://research.collegeboard.org/pdf/guidelines-uses-college-board-test-scores-and-data.pdf) (<https://research.collegeboard.org/pdf/guidelines-uses-college-board-test-scores-and-data.pdf>)

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

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



## Section 8: Glossary

- **Benchmark score:** The PSAT benchmark scores are indicators displayed on the student's PSAT Score Report provided by the College Board. Students meeting the PSAT benchmark are on track for college readiness upon graduation from high school. PSAT benchmarks apply to both Mathematics and to Evidence-Based Reading and Writing. The College Board PSAT benchmarks and the MDE proficient cut scores shown on this report are the same.
- **Discipline:** Disciplines are used as a means of organizing content standards and expectations. Disciplines apply to social studies.
- **Domains:** Domains are used to group the three-dimensional science standards using similar disciplinary core ideas. Domains apply to science.
- **Growth Score (SGP):** (previously called Student Growth Percentiles) SGPs describe a student's learning over time compared to other students with comparable prior test scores. Percentiles range from one to 99 and indicate how many scores in the comparison group are below that score.
- **Growth Target (AGP):** (previously called Adequate Growth Percentiles) This is the amount of growth necessary for the student to reach or maintain proficiency within a set time frame. Percentiles range from one to 99 and indicate how much growth is required in order for the student to achieve proficiency in the time frame score.
- **Growth Target (AGP) Time Frame:** This is the amount of time the growth target (AGP) model expects the student to take to reach or maintain proficiency. Time Frames range from one to three and indicate how many years it would take for the student to achieve proficiency if they meet the Growth Target Score.
- **Interquartile Range:** The graphic "box" in the Science Summary Report representing the middle 50 percent of scores for the aggregate group; represents the range of scores from the lower quartile to the upper quartile.
- **Invalid Test:** A test that was completed by the student but was not administered according to required test administration policies or procedures. The invalid reasons include:
  - **Invalid Return of Materials (Multiple Answer Documents OR Late Returns):** For paper/pencil tests, either multiple answer documents were received for the student or materials were returned after the materials return deadline.
  - **Misadministration:** The test was not administered according to required test administration policies and procedures. Examples of this type of invalidation include, but are not limited to: test directions not read verbatim during testing; students were able to view content-related materials in the classroom during testing; or the testing environment was not conducive to testing or was not appropriate for the test session.
  - **Missing MSDS data:** Data in the Michigan Student Data System is missing.
  - **Nonstandard Accommodation:** The student received an accommodation during testing that is not allowed. For example, a student who tested in grades 3-5 with any type of calculator has received a nonstandard accommodation because this accommodation changes what is being assessed in the test.
  - **Not Tested in Enrolled Grade (Out of Level):** The student's enrolled grade in MSDS does not match the grade-level test taken.
  - **Prohibited Behavior:** The student engaged in not-allowable behavior during the test session. This may include, but is not limited to: disruptions during testing, accessing prohibited electronic devices, or cheating.
  - **Test Not Attempted:** The student did not take the test or did not complete a sufficient portion of the test to receive a score.
- **Item:** A test question or stimulus presented to a student to elicit a response.



- **Standard Error:** Educational measurements are attempts to capture a student's true score, or ability, in the area being assessed. The standard error around the student score is an estimate of the range of scores one would expect if the student was to be measured repeatedly with parallel assessments.
- **Mean Scale Score:** The mean scale score for a group of students is determined by summing the valid scale scores across that group (within a grade and content area) and dividing by the number of valid scores used for the summed total.
- **Michigan's Academic Standards:** The standards outline learning expectations for Michigan students and are intended to guide local curriculum development. They should be used as a framework by schools for curriculum development, with the curriculum itself prescribing instructional resources, methods, progressions, and additional knowledge valued by the local community.
- **Performance Level:** This provides descriptive information about the student's performance on the M-STEP:
  - **Not Proficient** The student's performance is not yet proficient and indicates minimal understanding and application of key academic content standards defined for Michigan students. The student needs intensive intervention and support to improve achievement.
  - **Partially Proficient** The student's performance is not yet proficient, indicating a partial understanding and application of key academic content standards defined for Michigan students. The student needs assistance to improve achievement.
  - **Proficient** The student's performance indicates understanding and application of key academic content standards defined for Michigan students. The student needs continued support to maintain and improve proficiency.
  - **Advanced** The student's performance exceeds academic content standards and indicates substantial understanding and application of key concepts defined for Michigan students. The student needs support to continue to excel.
- **Raw Score:** Points earned/total points possible. Raw scores are not comparable across different forms of the test.
- **Scale Score:** Scale scores are test scores that have been statistically adjusted to a common scale that allows scores to be compared across different forms of the test.

## Section 9: 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 Interpretive Guide to Reports, or need additional information about administration procedures, content, scheduling, and/or appropriate assessment of or accommodations for students with disabilities or English Learners (ELs), contact the Michigan Department of Education Office of Educational Assessment and Accountability (OEAA), using the contact information listed below.

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

**Andrew Middlestead**, Director, OEAA

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

**Pietro Semifero**, Manager, Online Assessment

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

**Steven Reed**, MME Test Administration and Reporting Consultant

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

**Susan Palmiter**, Social Studies Consultant

**TJ Heck**, Science Consultant

**Jennifer Paul**, English Learner and Accessibility Assessment Specialist

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

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

**Fax:** 517-335-1186

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

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