

M-STEP Expectation Analysis Report Supplement – Grade 11

Michigan Grade 11 Social Studies Standards

The Spring 2024 M-STEP Social Studies test was aligned to the 2019 expectations. However, a display error in the Dynamic Score Reporting Site resulted in the 2007 standards being listed rather than the 2019 expectations. The Spring 2024 M-STEP Social Studies test **was aligned to the 2019 expectations**, however, there was an error in displaying the 2019 expectations on the report which resulted in the 2007 standards being listed. The revisions to the 2007 expectations did not affect all expectations, and in most cases the updates were label changes only.

The test and items were aligned to the 2019 standards, and the data on the reports is correct.

The [Michigan K-12 Social Studies Standards](https://www.michigan.gov/-/media/Project/Websites/mde/Academic-Standards/Social_Studies_Standards.pdf) (https://www.michigan.gov/-/media/Project/Websites/mde/Academic-Standards/Social_Studies_Standards.pdf) include the social studies standards for all grades.

Instructions

This document provides a list of the 2019 Social Studies standards that items on the 2024 M-STEP Social Studies test are aligned with. Use this document with the report to identify the corrected standards. Standards that are highlighted in this document indicate there has been a label change when compared to the standards displayed on the report:

Discipline U	U.S. History and Geography
Expectations	
U6.1.1.v19	Analyze factors that enabled the U.S. to become a major industrial power: late 1800s/early 1900s
U6.1.3.v19	Explain the causes and consequences of urbanization
U6.3.2.v19	Analyze changes that occurred during the Progressive reform
U6.3.4.v19	Analyze the successes and failures of efforts to expand women's rights
U7.1.1.v19	Explain cultural changes in "Roaring Twenties"
U7.1.2.v19	Evaluate causes/consequences of the Great Depression

Highlighted standards indicate the label change in the 2019 standard from the 2007 standard

Standards that are not highlighted are the same as listed on the report

Use the standard code to identify the standard listed on the report and the associated standard

1. Identify the Discipline

The report and this document are organized by discipline. The discipline is listed, followed by the list of standards, by standard code and the short description of each standard.

When viewing the 2024 M-STEP Expectation Analysis, use this document to identify the expectations that are associated with the reported data. On the report, the discipline is listed in the gray heading:

Grade 11 | Social Studies | All Students

Discipline U		No. of Students Assessed per Expectation	Average % Points Earned	Number of Students With:			
Expectations	U.S. History and Geography			0-25% Points Earned	26-50% Points Earned	51-75% Points Earned	76-100% Points Earned

Note: A red arrow points from a box labeled "Discipline is listed here" to the "U.S. History and Geography" column header.

This document lists the discipline at the beginning of each list of standards:

Discipline U	U.S. History and Geography
Expectations	
U6.1.1.v19	Analyze factors that enabled the U.S. to become a major industrial power: late 1800s/early 1900s
U6.1.3.v19	Explain the causes and consequences of urbanization
U6.3.2.v19	Analyze changes that occurred during the Progressive reform
U6.3.4.v19	Analyze the successes and failures of efforts to expand women's rights

Note: A red arrow points from a box labeled "Discipline" to the "U.S. History and Geography" column header.

2. Match the Standard Codes

The report lists each standard code:

Discipline U	U.S. History and Geography
Expectations	Standard code
U6.1.1.v19	Analyze factors: United States major industrial power

Next, match the standard code listed in the report to the standard code listed in this document:

Discipline U	U.S. History and Geography
Expectations	Standard code
U6.1.1.v19	Analyze factors that enabled the U.S. to become a major industrial power: late 1800s/early 1900s

In this example, standard U6.1.1.v19 had a label change, indicated by the yellow highlight in the row. The standard in the report display, “Analyze factors: United States major industrial power” was changed to, “Analyze factors that enabled the U.S. to become a major industrial power: late 1800s/early 1900s.” Users can use this document to compare standards displayed on the report to the listed standards.

Standards List

2019 standards that were assessed on the 2024 grade 5 M-STEP Social Studies test are listed in the table below.

Discipline U	U.S. History and Geography
Expectations	
U6.1.1.v19	Analyze factors that enabled the U.S. to become a major industrial power: late 1800s/early 1900s
U6.1.3.v19	Explain the causes and consequences of urbanization
U6.3.2.v19	Analyze changes that occurred during the Progressive reform
U6.3.4.v19	Analyze the successes and failures of efforts to expand women's rights
U7.1.1.v19	Explain cultural changes in "Roaring Twenties"

U7.1.2.v19	Evaluate causes/consequences of the Great Depression
U7.2.2.v19	Evaluate U.S. role in fighting WWII
U8.1.1.v19	Analyze factors that contributed to the Cold War
U8.2.4.v19	Evaluate Supreme Court decisions/Vietnam War/Environmental Movement/Civil Rights Movement/Watergate
U8.3.1.v19	Analyze key events/ideals/documents/organizations in struggle for African American civil rights
U9.2.1.v19	Explain U.S. role as a super-power in post-Cold War
U9.2.2.v19	Analyze impact of 9/11 and response to terrorism on U.S. domestic/international policy
Discipline W	World History and Geography
Expectations	
W4.1.2.v19	Analyze interregional land-based and sea-based trading systems both within and between societies
W4.2.2.v19	Analyze significance of Mongol rule in Afro-Eurasia and impact of Mongol Empire's disintegration
W5.1.1.v19	Compare to previous era: global systems of trade, migration, political power
W5.2.1.v19	Cultural Encounters/Columbian Exchange: Explain consequences of European oceanic travel/conquest
W5.2.3.v19	Analyze ways governments expanded/centralized across parts of Afro-Eurasia
W6.2.2.v19	Compare the rise nation-states in a western and non-western context
W6.2.3.v19	Analyze industrialization across the world
W6.2.4.v19	Analyze the causes and consequences of imperialism
W7.1.3.v19	Analyze the causes/consequences of Genocides 20th Century to present
W7.2.1.v19	Explain the causes/characteristics/consequences of WWI including decisions of Versailles Treaty
W7.2.2.v19	Analyze the transformations that shaped world societies between World War I and World War II
W7.2.3.v19	Analyze the causes, course, characteristics, and consequences of World War II
Discipline C	Civics
Expectations	
C2.1.2.v19	Analyze democratic values found in the Declaration of Independence
C3.2.1.v19	Describe limits U.S. Constitution places on powers of states/federal government's power over states
C3.2.3.v19	Describe how state, local, and tribal governments are organized and their major responsibilities
C3.2.6.v19	Evaluate referendums, initiatives, and recall as used to influence government
C4.3.1.v19	Identify/explain rights (personal/political/economic) and how these rights might conflict

C5.2.4.v19	Identify and evaluate international non-governmental organizations
C6.3.1.v19	Explain personal dispositions that contribute to knowledgeable/engaged participation in communities
Discipline E	Economics
Expectations	
E1.3.2.v19	Analyze how prices change through the interaction of buyers and sellers in a market
E1.4.2.v19	Analyze role of government in protecting consumers/enforcing contracts
E2.2.3.v19	Analyze consequences of using tax and spending policies for macroeconomic goals
E2.2.4.v19	Explain the roles/responsibilities of the Federal Reserve system
E3.2.1.v19	Use absolute/comparative advantages: explain why goods/services are produced in a particular locale
E3.2.2.v19	Assess impact: trade/monetary policies and exchange/interest rates on domestic activity/world trade
E3.2.4.v19	Analyze how the global economy impacts interaction of buyers/sellers