

## M-STEP Expectation Analysis Report Supplement – Grade 5

### Michigan Grade 5 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 H	History
Expectations	
	Create a timeline to sequence early Michigan history
3H3.03.v19	Describe causal relationships among three events in Michigan's past
3H3.05.v19	Use text/data: how people in early Michigan history adapted to their environments
3H3.06.v19	Describe interactions between Indigenous Peoples and first Europeans/settlers in Michigan

Standards that are not highlighted are the same as listed on the 2024 Expectation Analysis Report

Use the standard code to identify the standard listed on the report and the associated 2019 standard

Highlighted standards indicate the label change in the 2019 standard from the 2007 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 crosswalk document to identify the expectations that are associated with the reported data. On the report, the discipline is listed in the gray heading:

### State Expectation Analysis Report

Year: 2024 | Assessment: M-STEP

Grade 5 | Social Studies | All Students

Discipline is listed here

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	

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

Discipline H	History
Expectations	Create a timeline to sequence early Michigan history
3H3.03.v19	Describe causal relationships among three events in Michigan's past
3H3.05.v19	Use text/data: how people in early Michigan history adapted to their environments

## 2. Match the Standard Codes

The report lists each standard code:

Discipline H	
Expectations	History
3H3.0.10.v19	Create a timeline to sequence early Michigan history

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

3		
4	<b>Discipline H</b>	<b>History</b>
5	Expectations	<b>Standard code</b>
6	3H3.01.v19	Create a timeline to sequence early Michigan history
7	3H3.03.v19	Describe causal relationships among three events in Michigan's past

In this example, standard 3H3.01.v19 did not have a label change—which is determined because the row is not highlighted. 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.

<b>Discipline H</b>	<b>History</b>
Expectations	
3H3.01.v19	Create a timeline to sequence early Michigan history
3H3.03.v19	Describe causal relationships among three events in Michigan's past
3H3.05.v19	Use text/data: how people in early Michigan history adapted to their environments
3H3.06.v19	Describe interactions between Indigenous Peoples and first Europeans/settlers in Michigan
3H3.09.v19	Describe how Michigan attained statehood
4H3.0.4.v19	Describe the relationship between the location of natural resources and industries (after 1837)
4H3.0.7.V19	Describe past and current threats to Michigan's natural resources
5U1.1.1.v19	Use maps to locate peoples in various U.S. regions
5U1.2.2.v19	Use case studies: compare goals of European explorers
5U1.4.3.v19	Explain cultural impact between British/French/Spanish on lives of Indigenous Peoples
5U1.4.4.v19	Describe Columbian Exchange and impact on Europeans/Indigenous Peoples/Africans
5U2.1.1.v19	Describe developments in the Southern colonies
5U2.2.1.v19	Describe Triangular Trade
5U2.3.4.v19	Describe emerging labor force in the colonies
5U2.3.5.v19	Make generalizations about colonial American regions

5U3.1.6.v19	Identify the role that key individuals played in leading the colonists to revolution
5U3.2.1.V19	Describe advantages/disadvantages of each side during American Revolution
5U3.3.5.v19	Why Framers wanted to limit the power of government
5U3.3.7.v19	Describe need for individual rights/Bill of Rights
<b>Discipline G</b>	<b>Geography</b>
Expectations	
4G1.0.4.v19	Use geographic tools: answer U.S. geographic questions
4G2.0.1.v19	Describe ways the U.S. can be divided into regions
3G4.0.1.v19	Describe major Michigan economic activities and their contributing factors
3G4.0.2.v19	Describe diverse groups that have come into Michigan
4G4.0.2.v19	Describe impact of immigration to the U.S. on cultural development of different regions of U.S.
3G5.0.2.v19	Describe uses of Michigan natural resources
4G5.0.1.v19	Assess effects of human activity on U.S. environment
<b>Discipline C</b>	<b>Civics and Government</b>
Expectations	
3C1.0.1.v19	Give example: how state government fulfills its purpose
4C1.0.2.v19	Describe purposes of government as identified in the Preamble of the Constitution
4C2.0.1.v19	Explain principles that limit powers of the federal government: Constitution and Bill of Rights
3C3.0.2.v19	Identify goods and services of state government
4C3.0.1.v19	Give examples how Constitution limits federal powers
4C3.0.3.v19	Describe organizational structure of the federal government in U.S.
4C3.0.5.v19	Give examples of how the system of checks and balances limits power of federal government
4C3.0.7.v19	Explain federal tax use to serve purposes of government
4C5.0.1.v19	Explain the responsibilities of members of American society
4C5.0.2.v19	Explain Citizenship rights, why rights have limits, relationships between rights/responsibilities
<b>Discipline E</b>	<b>Economics</b>
Expectations	

4E1.0.2.v19	Describe some characteristics of a market economy
4E1.0.3.v19	Describe how incentives affect a market economy
4E1.0.5.v19	Explain how price affects decisions about purchasing
4E1.0.5.v19	Explain how specialization increases productivity
4E1.0.6.v19	Explain how competition affects higher/lower prices
4E2.0.1.v19	Explain how economy impacts levels of employment
4E3.0.1.v19	Describe how global competition affects U.S. economy
<b>Discipline P</b>	<b>Public Discourse</b>
Expectations	
3P3.1.1.v19	Identify public issues in Michigan that influence the daily lives of its citizens
3P3.1.2.v19	Analyze current public issue related to Constitution