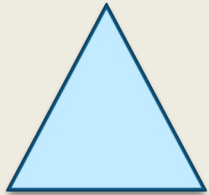


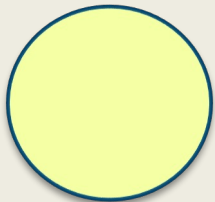
The Report



Target Analysis Symbols



Relative Strength: Indicates aggregate group strength relative to performance on the test as a whole.



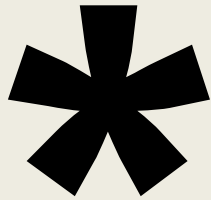
Neither Strength nor Weakness: Indicates neither a strength nor a weakness for the aggregate group on the test as a whole.



Relative Weakness: Indicates aggregate group weakness relative to performance on the test as a whole.



Target Analysis Symbols



Insufficient Data to Report: there is not sufficient data to determine whether this target is a relative strength or weakness. The requirements for sufficient data to exist are:

- 15 unique students per target
- 3 items per target
- 25 responses per target







Target Analysis Report

State Target Analysis Report







Year: 2022 | Assessment: M-STEP

Grade 4 | Mathematics | All Students

 Relative Strength
  Neither Strength nor Weakness
  Relative Weakness
  Insufficient Data to Report

Note: This report compares assessment target performance to overall test performance within the state. The report identifies relative areas of strength and weaknesses among the identified aggregate group; it is not a proficiency report.

Number of Students Assessed	667
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Claim 1: Concepts & Procedures	
Target A: Use the four operations with whole numbers to solve problems.	
4.OA.1. Interpret a multiplication equation as a comparison, e.g., interpret $35 = 5 \times 7$ as a statement that 35 is 5 times as many as 7 and 7 times as many as 5. Represent verbal statements of multiplicative comparisons as multiplication equations.	
4.OA.2. Multiply or divide to solve word problems involving multiplicative comparison, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem, distinguishing multiplicative comparison from additive comparison.	
4.OA.3. Solve multistep problems posed with whole numbers and having whole-number answers using the four operations, including problems in which remainders must be interpreted. Represent these problems using equations with a letter standing for the unknown quantity. Assess the reasonableness of answers using mental computation and estimation strategies including rounding.	
Target B: Gain familiarity with factors and multiples.	
Target C: Generate and analyze patterns.	
Target D: Generalize place value understanding for multi-digit whole numbers.	
Target E: Use place value and properties of operations to perform multi-digit arithmetic.	
Target F: Extend understanding of fraction equivalence and ordering.	


Page: 2 of 4




Target Analysis Report Key

 Relative Strength

 Neither Strength nor Weakness

 Relative Weakness

 Insufficient Data to Report

Note: This report compares assessment target performance to overall test performance within the district. The report identifies relative areas of strength and weaknesses among the identified aggregate group; it is not a proficiency report.



What It Means



The Data

- The Target Analysis Report is NOT a proficiency report
- Data provided in the Target Analysis Report identifies whether there is a significant difference between a group's performance on each target compared to performance on the test as a whole.



How to Use this Report



Part 1: Global Impressions of the Claim

- On which targets did the school do well?
- Which targets might need re-teaching to the whole school?
- What programming is aligned with targets in which students showed strengths and/or weaknesses?



Part 2: Digging Deeper

- Which Michigan Academic Standards are addressed in the targets that were identified as relative weaknesses in the Target Analysis Report?
- Which Michigan Academic Standards need to be strengthened in your curriculum or program, based on the relative weaknesses identified in the Target Analysis Report?



Part 3: Action Planning

- What can be done to build student performance on the relative weaknesses in the Target Analysis Report?
- Which Michigan Academic Standards need additional resources to strengthen programming?
- What steps will you take to provide these additional resources?



Thank you!

