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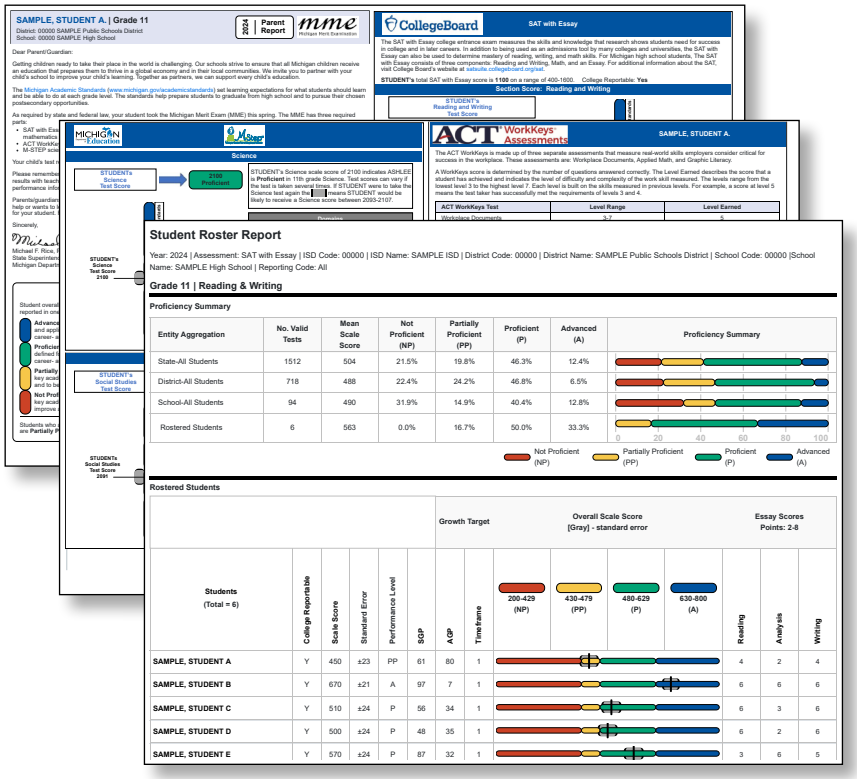

Spring 2024 Michigan Interpretive Guide to MME (Michigan Merit Exam) Reports

Department of Education

September 2024

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Section 1: Introduction

The Michigan Merit Examination (MME) includes three components: the SAT® with Essay college readiness assessment, ACT® WorkKeys® work skills assessment, and the Michigan Student Test of Educational Performance (M-STEP) in science and social studies. These three components provide a measure of individual performance based on Michigan's high school content standards as well as college and career readiness.

What's In This Guide?

This guide was developed to assist educators in understanding and using the Spring Michigan Merit Examination (MME) results. Reports available include student level and aggregate level data reports. Student level reports provide individual student level performance data. The Student Record Labels, Individual Student Report, Parent Report, Student Roster, 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 use of data
- **Section 5:** discusses Accessing Michigan Merit Exam (MME) Reports through the Dynamic Score Reporting System (DSRS)
- **Section 6:** describes the various student- and aggregate-level reports available
- **Section 7:** includes additional resources regarding 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:** provides contact information
- **Section 9:** includes a glossary of reporting terms
- **Appendix:** describes how to access available reports from College Board and ACT

The **SAT with Essay** is a college admission exam that measures the skills and knowledge research shows students need to be successful in college and careers and reflects what students are learning in their classrooms every day. The SAT includes Reading and Writing, Math, and an Essay. Many colleges and universities in the United States use the SAT as an important part of the admission process. The results from the Reading and Writing and Math sections of the SAT are used in 11th grade ELA and mathematics accountability calculations.

ACT WorkKeys is a job skills assessment system measuring real-world skills, designed to support economic and workforce development programs. The MME ACT WorkKeys component consists of three tests: Workplace Documents, Applied Math, and Graphic Literacy. Skills assessed by ACT WorkKeys are valued by Michigan employers, colleges, and technical training institutions. Students who receive qualifying scores on the three ACT WorkKeys assessments, taken as part of the MME, are eligible for the National Career Readiness Certificate® (NCRC®).

The **M-STEP** measures grade 11 student achievement on the Michigan Academic Standards for science and social studies. Aggregated results from the M-STEP provide data that local schools and districts can use to analyze curricular alignment to Michigan's Academic Standards, to inform educational program evaluation, and to inform curricular and school improvement decisions at the school and/or district level. M-STEP data also provides student academic progress information from year to year to show school and district academic progress.

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The M-STEP is the assessment that the Michigan Department of Education (MDE) uses to meet state and federal accountability requirements. All students are required to take the M-STEP; eligible students with disabilities take the MI-Access assessment. For information about MI-Access assessments, see the MI-Access web page (www.michigan.gov/mi-access).

MDE-produced reports are listed in the table below. This table includes the name of the report, the MME component/content area, the type or level of the report, report recipients, and a brief description of each report. Printed copies of the Parent Reports and Student Record Labels are shipped to schools.

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 should also be considered federally protected student data. It is imperative that report users understand the sensitive and confidential nature of the data presented on reports and comply with all Family Educational Rights and Privacy Act (https://www2.ed.gov/policy/gen/guid/fpco/ferpa/index.html) regulations.

MDE-Produced Report Descriptions

Report	MME Component	Type or Level	Distribution	Description
Student Record Label	• M-STEP • SAT with Essay	• Student Level	• Mailed to School	Summarizes individual student achievement in each content area for inclusion in the student's Cumulative Student Record folder
Parent Report	• M-STEP • SAT with Essay • WorkKeys	• Student Level	• Mailed to School • DSRS • MiLearn – Educator, Parent, Student	Summarizes individual student achievement, including overall scale score and performance level for SAT Reading and Writing and Math and for M-STEP Science and Social Studies; also includes a summary report for the ACT WorkKeys
Individual Student Report (ISR)	• M-STEP • SAT with Essay	• Student Level	• DSRS • MiLearn – Educator	Separated by content area, provides detailed information on individual student achievement, including scale score, performance level, and growth data
Student Overview Report	• M-STEP • SAT with Essay • WorkKeys	• Student Level	• DSRS • MiLearn – Educator	Provides summary data of each student's performance in all content areas assessed on the MME; designed to provide educators a high-level snapshot of a student's performance in all content areas; SAT and WorkKeys data are included in this report

Report	MME Component	Type or Level	Distribution	Description
Student Roster	• M-STEP • SAT with Essay	• Individual Student	• DSRS • MiLearn – Educator	Separated by content area, provides detailed information on student achievement for groups of students in English language arts, mathematics, science or social studies, including overall scale score, performance level, growth score, growth target, growth target time frame, and summarized discipline data; summary proficiency information is also included for rostered students, school, district, and state aggregate groups
Expectation Analysis Report	• M-STEP	• School • District • State	• DSRS	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%; available for social studies only and is intended to provide an overview of performance by content expectation
Demographic Report	• M-STEP • SAT with Essay	• School • District • State	• DSRS	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
Comprehensive Report	• M-STEP • SAT with Essay	• District	• DSRS	Provides a comparison of students by grade and content by schools within a district; includes mean scale scores and percentages of students in each performance level
Student Growth and Proficiency Report	• M-STEP • SAT with Essay	• Student Level	• DSRS	Provides detailed information about student achievement and student growth data; includes overall scale score, performance level, growth score, growth target, and growth target time frame; student scale score is shown plotted against growth data
Topic Bundle Analysis	• M-STEP	• School • District • State	• DSRS	For groups of students, identifies topic bundles that are relative strengths or weaknesses as compared to overall performance on the science assessment.
Student Data File	• M-STEP • SAT with Essay • ACT WorkKeys	• Student Level	• Secure Site	Includes all individual level student data, including scale score, performance level, student demographic information, valid/invalid reasons, and growth data
Aggregate Data File	• M-STEP • SAT with Essay	• School • District • State	• Secure Site	Includes aggregated student performance information, including average scale score, count and percent of students in each performance level, and demographic subgroups

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Report	MME Component	Type or Level	Distribution	Description
CTE Student Roster Report	• M-STEP • SAT with Essay	• CTE Student Level	• Mailed to School	Provides student achievement results for M-STEP science and social studies and SAT with Essay for students enrolled in one of the CTE programs
CTE School Summary Report	• M-STEP • SAT with Essay	• CTE Program Level	• Mailed to School	Provides program-level results for M-STEP science and social studies and SAT with Essay for students enrolled in one of the CTE programs

College Board-Produced Report Descriptions

Following testing and processing time needed by the College Board, educators can print copies of their students' reports as needed from the College Board K-12 reporting portal (https://k12reports.collegeboard.org). (Educators should be aware that scores available in the College Board Reporting Portal may not be the official results used in Michigan Department of Education (MDE) reporting.) SAT with Essay testers can access their scores via a PDF of the student score report provided by their schools or the BigFuture School app, if they signed up for the app when taking the test. Students aged 13 years or older can also access their scores through their personal College Board accounts. The BigFuture School mobile app and Connections are available to students taking SAT with Essay and PSAT10 only.

Report	MME Component	Type or Level	Distribution	Description
Performance by All Students	• SAT with Essay	• Aggregate	• Online	These reports provide Reading and Writing and Math section scores, essay score performance, and performance against College Board's College and Career Readiness benchmarks. You can view aggregate and student level score performance and compare overall performance of a school to their district, state, and total group.
Performance by All Demographics	• SAT with Essay	• Aggregate	• Online	These reports provide Reading and Writing and Math section scores, essay score performance, and performance against the College Board's College and Career Readiness benchmarks. You can view aggregate score performance for different demographic groups.
Knowledge and Skills	• SAT with Essay	• Aggregate	• Online	This report shows aggregate student performance by score bands across the eight content domains in the Reading and Writing and Math sections. You can view aggregate knowledge and skill performance at your school or district and compare performance to district, state, and total groups. This report is best used in conjunction with Skills Insight, a tool that shows what test takers in particular Reading and Writing and Math section score ranges typically know and can do.

Report	MME Component	Type or Level	Distribution	Description
Student Roster	• SAT with Essay	• Student Level	• Online	These reports provide individual student data on all tests given in the year. The roster report allows you to select the data displayed, including test date, scores, and benchmark data.
Engagement Report	• SAT with Essay	• Aggregate	• Online	This report can be used to view aggregate student data on their use and participation in the BigFuture School mobile app and Connections program.
Connections Outreach Report	• SAT with Essay	• Aggregate	• Online	This report can be used to view the names and locations of the nonprofit colleges, universities, and scholarship organizations that have sent your students messages through the BigFuture School mobile app and the number of students each institution or organization has contacted.
Batch Score Reports	• SAT with Essay	• Student Level	• Online	Use this functionality to generate individual student score report PDFs for students that completed a test administration. You can run this report for all testers that completed a test administration, for specified grades, or selected groups of students.

ACT WorkKeys-Produced Report Descriptions

ACT WorkKeys school- and student-level paper reports are mailed to school test coordinators near the beginning of August. Students can view their scores online and print their own National Career Readiness Certificate by creating their free account at the WorkKeys website.

Report	MME Component	Type or Level	Distribution	Description
Individual Summary Score Report	• ACT WorkKeys	• Student Level	• Paper	Contains the examinee's reportable scores (Level and Scale scores) and explanations of what the scores mean; test coordinators will receive one paper report per examinee to be given to the examinee
Summary Score Report	• ACT WorkKeys	• Student Level	• Paper	Contains the examinee's reportable scores (Level and Scale scores) but without the explanations of what the scores mean; test coordinators will receive one paper report per examinee to be retained by the school
Roster Score Report	• ACT WorkKeys	• Student Level	• Paper	A roster of examinees showing their scores and when they took the test; test coordinators will receive one paper report to be retained by the school
National Career Readiness Certificates (NCRC)	• ACT WorkKeys	• Student Level	• Online	Examinees who achieve a minimum score of three (3) or higher on each subject test will earn an ACT WorkKeys NCRC (or an ACT WorkKeys NCRC en Español if they took the tests in Spanish)

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 for science and social studies: 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

Science and social studies content area assessments included multiple choice items. When responding to multiple choice items, students select from the available options, only one of which is a correct response to the item. Students who select only the correct option receive a score of one (1) on the MC item. Students who select one of the incorrect options, multiple options, or who 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

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

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

Hot Text Highlight (Line and Paragraph) – text is selectable, and once selected, will highlight for the students; for Line, the students can select one or more lines of text to answer the question; Hot text paragraph involves answers embedded within a paragraph(s) – students select word(s), phrase(s), sentence(s), and/or paragraph(s) according to the instructions in the stem or question

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

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 Online and Paper/Pencil Items

The M-STEP MC 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.

How Scores are Reported for M-STEP and SAT with Essay

Scale Scores

Students receive an overall scale score in each content area for which a valid test was returned. Scale scores are the basic unit of reporting. A scaled score is calculated from a total number of obtained score points that is statistically adjusted and converted into a consistent, standardized scale that permits direct and fair comparisons of scores from different forms of a test, either within the same administration year or across years.

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 test forms in a given content area within the same grade, they are not comparable across content areas or grades. Each overall scale score is indicated by a single number. An 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.

Student Growth Scores

Student Growth Scores (SGPs, previously called Student Growth Percentiles), Growth Target Scores (AGPs, 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, and in the student data files accessed through the Secure Site.

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 data are available for grades 4 through 8 and 11 in ELA and mathematics. There is no growth data for science or social studies as a result of the two COVID-impacted test administrations in Spring 2020 and Spring 2021. This year's grade 8 and 11 students do not have the prior scores necessary to generate growth score data.

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 1 to 99, with 50 being 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 1 to 99 and represent the amount of growth above or below average that a student needs to maintain year-over-year to reach or to 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 to maintain proficiency by the end of the set number of years.

Growth Target Time Frames, which range from one to three years, are the number of years expected for a student to reach or to maintain proficiency. Growth Target Time Frames are set based on how long it has historically taken similar students to reach or to 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 those of 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 on student growth scores, visit the Student Growth Resources web page (https://www.michigan.gov/mde/services/school-performance-supports/accountability/student-growth-in-school-accountability).

Section 3: Performance Level Descriptors and Ranges

M-STEP and SAT Performance Level (PL) Descriptors

Scale scores within each subject area can be described in ranges. The labels applied to these ranges are called Performance Levels. The divisions between the Performance Levels are often referred to as cut scores. See the Performance Levels described below.

Not Proficient – The student needs intensive intervention and support to improve achievement and to become career- and college-ready. The student's performance is not yet proficient and indicates minimal understanding and application of the high school content standards defined for Michigan students.

Partially Proficient – The student needs assistance to improve achievement and to become career- and college- ready. The student's performance is not yet proficient, indicating a partial understanding and application of the high school content standards defined for Michigan students.

Proficient – The student's performance indicates understanding and application of key high school content standards defined for Michigan students. The student needs continued support to maintain and improve proficiency and to be career- and college-ready.

Advanced – The student's performance exceeds the high school content standards and indicates substantial understanding and application of key concepts defined for Michigan students. The student needs support to continue to excel and to be career- and college-ready.

M-Step Michigan Student Test of Educational Progress	2024 M-STEP Performance Level Scale Score Ranges				
Subject	**Grade**	**Level 1 Not Proficient**	**Level 2 Partially Proficient**	**Level 3 Proficient**	**Level 4 Advanced**
Science	11	2035-2089	2090-2099	2100-2119	2120-2181
Social Studies	11	2022-2068	2069-2099	2100-2130	2131-2170

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Subject	**Grade**	**Level 1 Not Proficient**	**Level 2 Partially Proficient**	**Level 3 Proficient**	**Level 4 Advanced**
Reading and Writing	11	200-429	430-479	480-629	630-800
Math	11	200-429	430-529	530-649	650-800

Note: Michigan uses SAT results for measuring proficiency on state academic standards in high school ELA and mathematics. Students who are proficient or advanced in Reading and Writing and/or in Math have also met the College Board benchmark for those subjects.

Standard Setting for M-STEP

The cut scores are typically recommended by a panel comprised of educators and other stakeholders throughout the state in a process known as standard setting. To set these standards, the panel uses detailed descriptions of what students in each of the performance levels should know and be able to do. Based upon these detailed descriptions and actual assessment items, the panel recommends the score that best separates each performance level from the next to the Michigan Superintendent of Public Instruction. While the performance level descriptors necessarily differ by grade and subject area, student achievement, as defined by the obtained performance level, can be reasonably compared across subjects within a grade. Such a comparison can be used to indicate whether students are meeting Michigan content standards in each subject and grade. For more information about the M-STEP Standard Setting process, see the M-STEP Technical report, which is posted on the M-STEP web page (www.michigan.gov/mstep).

Standard Setting for the SAT

In May 2019, College Board Psychometric and Assessment Design and Development staff conducted panel-based standard setting meetings for the SAT. The purpose of the standard setting meeting was to produce recommended cut scores on the SAT Math section and the SAT Reading and Writing section, for classifying students into the four performance levels (Not Proficient, Partially Proficient, Proficient, or Advanced) to be used by Michigan for accountability purposes.

The cut scores for Partially Proficient and Advanced were set by the panelists. Each panel used the Performance Level Descriptors (PLDs) to guide them in placing bookmarks to make their recommendations. The cut scores for Proficient in Reading and Writing and Math were set to the College Board College and Career Readiness scores. Panelists were asked to verify the reasonableness of the Proficient cut scores, given the Performance Level Descriptors.

The cut scores recommended by the panel were provided to the state for consideration along with other information the panel considered relevant. The recommendations from the standard setting panel were accepted as the final cut scores. The proficient cut score and the College Board benchmark score are the same.

SAT Reading and Writing and Math College- and Career-Readiness Benchmarks

Grade 11 English Language Arts (ELA) and mathematics results are reported using the College Board college- and career-ready (CCR) benchmarks for Reading and Writing and Math. Students who have met or exceeded the Reading and Writing CCR benchmark are considered proficient in ELA for accountability purposes. Students who meet or exceed the Math CCR benchmark are counted as proficient in 11th grade mathematics.

SAT with Essay	Score Range	Benchmark Score
Evidence-Based Reading and Writing	200-800	480
Math	200-800	530
Total Score	**400-1600**	

Additional Information Regarding SAT with Essay

The College Board provides extensive information on how to interpret the data displayed on College Board score reports on the SAT Suite of Assessments Additional Tools and Resources (https://satsuite.collegeboard.org/k12-educators/tools-resources) under the **Scores for Educators and Educator Score Reports** section.

For more information about the College Board design of the Digital SAT Suite, see the Assessment Framework for the Digital SAT Suite (https://satsuite.collegeboard.org/media/pdf/assessment-framework-for-digital-sat-suite.pdf) found on the College Board web page (www.collegeboard.org) under More/Test Validity/Test Development.

ACT WorkKeys

ACT WorkKeys resources for interpreting test scores are available on the ACT-hosted website (www.act.org/stateanddistrict/michigan), on the WorkKeys on Paper page in the Step 7: Interpretation.

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

Appropriate Uses and Limitations of Summative Assessment Data

Summative reports and data are important parts of a comprehensive assessment system that schools and districts should use in data-driven decision-making when they consider 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.

Appropriate use of any test score must align to the intended purpose of the test. For M-STEP, the intended uses of test scores include:

- communicating expectations for all students
- evaluating school, district, and/or state- level educational programs
- informing stakeholders (i.e., teachers, school and district administrators, parents, policy makers, and the public) on progress toward meeting the Michigan Academic Standards.

More information about appropriate use of M-STEP test scores is available in the M-STEP Technical Report, which is posted on the M-STEP web page (www.michigan.gov/mstep).

College Board's SAT Suite of Assessments Technical Manual is available on the MME web page (www.michigan.gov/mme) under General Information.

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. These 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. The 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 Reporting section of this guide.

Limitations: Summative assessments, administered at the end of the student's instructional program, measure the standards that are assessed; they do not reflect student skills and abilities that are not part of assessed content. These 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 data is intended to support educational program evaluation at the school, district, and state-level and/or to inform stakeholders (teachers, school and district administrators, parents, and the public) on progress toward meeting the Michigan Academic Standards and College Board grade-level benchmark. The data 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 if there are no variations in participation across the district.
  - Expectation subscore data may represent small numbers of items. Use caution when interpreting results based on a few items on the test.

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- Science relative strength/weakness information by topic bundle, aggregated at the school, district, and state levels
- Topic bundle relative performance as compared to performance on the test as a whole is provided at the school, district, and state levels.
- social studies percentages of points earned by expectation, aggregated at the school, district, and state levels
  - Expectation data provide information about aggregate group performance on portions of the test. You can use this data 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.

Aggregate reports are intended to reflect the data needed to meet the expectations of state and federal legislation. In accordance with these mandates, separate aggregate results are provided for the following three student populations:

1. All students
2. Students with disabilities (SWD)
3. All except students with disabilities (AESWD)

Use caution when working with reporting subgroups that include few students. 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.

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: Accessing Michigan Merit Exam (MME) Reports

There are two systems that can be used to access MME reports described in this guide: the Dynamic Score Reporting Site and the Michigan Linked Educational Assessment Reporting Network (MiLearn). This section provides an overview of each system and links to more detailed resources about each system.

Accessing MME Reports through Michigan's Dynamic Score Reporting Site

MME 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.

The Secure Site

Secure Site access is 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 the Secure Site Training web page (www.michigan.gov/securesitetraining) and select "How do I get access to the Secure Site?"

Dynamic Score Reporting Site

The Dynamic Score Reporting Site (DSRS) provides score reports for M-STEP, PSAT 8/9 for Grade 8, PSAT 8/9 for Grade 9, PSAT 10, SAT with Essay, MI-Access, and Early Literacy and Mathematics Benchmark assessments. View the Interpretive Guide for each assessment program for more information on specific reports by assessment program.

All reports provided through the DSRS are delivered "as-tested." This means that students are associated with the reports according to the school and district in which they tested. This approach supports the use of aggregate reports in educational program evaluation and analysis of curricular alignment to assessed standards. This will be distinguished from the Mi-Learn "as-rostered" reports in the next section.

Detailed information about the DSRS is available in the Dynamic Score Reporting Site User Guide.

Accessing MME Reports through MiLearn

MiLearn provides score reports for M-STEP, SAT with Essay, PSAT 8/9 for Grade 8, PSAT 8/9 for Grade 9, PSAT 10, WIDA, and MI-Access Reports to district and school administrative staff as well as to teachers, parents, and students.

MiLearn reports are available to staff, parents, and students in districts who have completed the onboarding process to connect MiLearn through the Michigan Data Hubs. If you would like more information about how to make MiLearn available in your district, contact MiLearn at MDESupport@midatahub.org.

MiLearn is accessed through your district Student Information System (SIS). MME, M-STEP, Student Roster, Student Overview, Student Growth and Percentile Reports are available through MiLearn. Specific reports that are available in MiLearn are dependent on the user role; administrators, teachers, students, and parents have access to different reports.

MiLearn reports are delivered "as-rostered." This means student reports are based on current student enrollment as recorded in the district SIS. This allows teachers and school staff to view all student reports based on current enrollment in the SIS, even if the student tested in another school or district.

Detailed information about MiLearn is available in the MiLearn Student Assessment Score Reporting Site Educator User Guide.

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Michigan Merit Examination

Section 6: Reports

What's New!

- With the College Board transition to online, digital testing, the formats of the Individual Student Report, Student Roster Report, and Student Overview Report are no longer showing individual test score and subscore information.
- The Evidence-Based Reading and Writing assessment is now called simply the Reading and Writing assessment.
- Additional QR codes have been added to the Parent Report to quickly link users to additional assessment information.
- The M-STEP Topic Bundle has been updated to sort on symbols.

Individual Level Reports

Individual level reports refer to reports that provide information and feedback on the performance of individual students. These reports are generated based on the results obtained by each student.

Individual Reports are intended for authorized district and school use only. They include federally-protected student information and must be used in accordance with the Family Educational Rights and Privacy Act (FERPA).

More information about the functionality of reports in the Dynamic Score Reporting Site and MiLearn is available in the Dynamic Score Reporting Site User Guide (https://www.michigan.gov/mde/-/media/Project/Websites/mde/OEAA/General/Dynamic-Score-Reporting-Site-User-Guide.pdf).

Student Record Labels

Student Record Labels summarize individual student achievement in each content area for inclusion in the student's Cumulative Student Record folder. The Student Record Labels provide summary student performance levels for individual students. The labels include district and school information, student demographic information, M-STEP and SAT administration cycle information, and overall student performance level for tested content areas.

00000 ABC SCHOOL DISTRICT
00000 ABC ELEMENTARY-MIDDLE SCHOOL
DOE, JOHN A
UIC#: 0000000000

DOB: 00/00/0000
Gender: M
Grade: 11
Spring 2023

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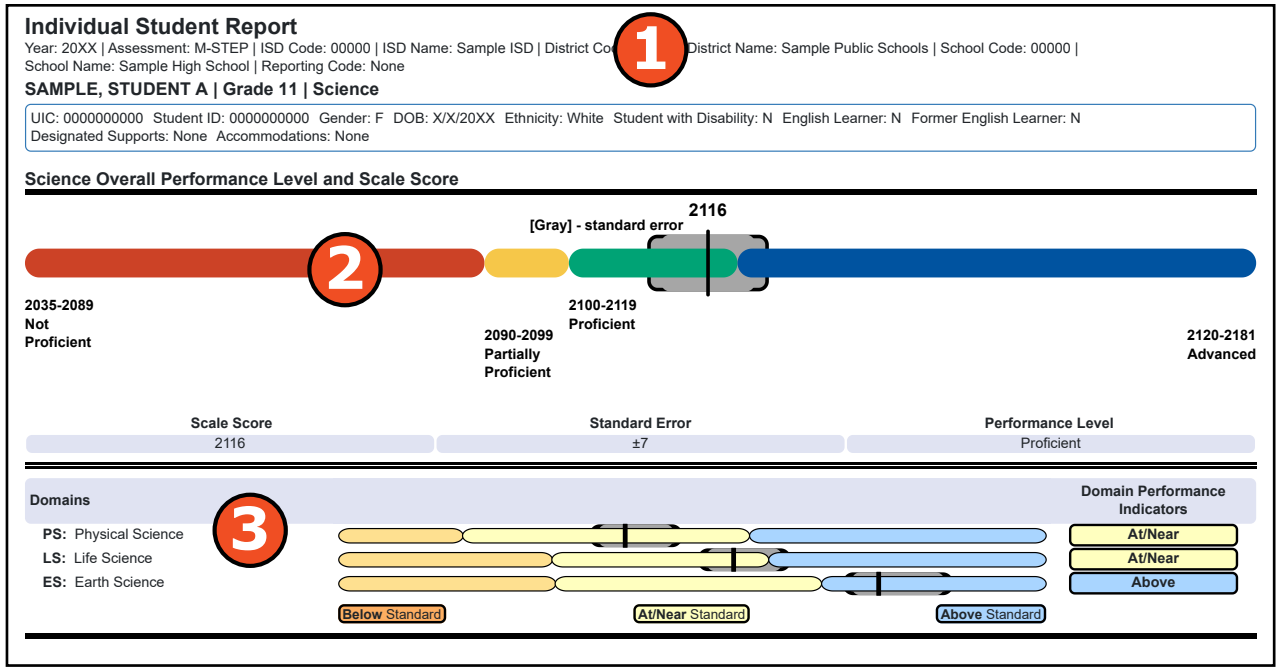
Content	SS	Performance Level
ELA (EBRW)	590	3-Proficient
Mathematics	530	3-Proficient
Science	2133	4-Advanced
Social Studies	2081	2-Partially Proficient

M-STEP Individual Student Report (ISR)

The M-STEP Individual Student Report (ISR) report is divided into three main sections:

1. Student Demographic Information
2. Overall Content Performance
3. Subscore (domain) Performance



Student Demographic Information – 1

This section provides identifying information about the student including name, grade, Unique Identification Code (UIC), gender, date of birth, race/ethnicity, 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.

Overall Content Performance – 2

Overall content area scales 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 for grades 4 through 8 and 11 in ELA and mathematics. There is no growth data for science or social studies as a result of the two COVID-impacted test administrations in Spring 2020 and Spring 2021. This year's grade 8 and 11 students do not have the prior scores necessary to generate growth score data.

Subscore (Domain) Performance – 3

Subscore performance indicators show student performance within claim or domain. The performance indicator graph provides a visual representation of student performance relative to the range of possible performance within each claim or domain.

- **'Above Standard'** indicates the student's performance on the standards that make up the claim or domain is above the overall content standard or proficiency cut.
- **'At/Near Standard'** indicates the student's performance on the standards that make up the claim or domain is at or near the overall content standard or proficiency cut.
- **'Below Standard'** indicates the student's performance on the standards that make up the claim or domain is below the overall content standard or proficiency cut.

Individual Student Report

This report helps schools to:

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

Individual Student Report

Schools should not 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
- make decisions about continuous improvement goals and strategies for schools or districts

The M-STEP Individual Student Report for Social Studies uses Points Earned out of Points Possible (PE/PP) for each of these disciplines: U.S. History and Geography, World History and Geography, Civics, and Economics.

Report Features

Features of the Individual Student 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

- Individual Student Reports are available for paper and 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
  - Yellow is Partially Proficient
  - Red is Not Proficient
- The color bands contain a minimum and maximum scale score range for that performance level.

For ELA, mathematics, and science a Subscore Performance Indicator Graph provides a visual representation of student performance relative to the range of possible performance within each claim or domain.

- Light blue is Above Standard
- Yellow is At or Near Standard
- Orange is Below Standard

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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) describes 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):** (Previously called Adequate Growth Percentiles) describes the amount of growth necessary to reach or to maintain proficiency within a set time frame. Percentiles range from 1 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:** The amount of time that the growth target (AGP) model is expecting the student to take to reach or to maintain proficiency. Time frames range from one to three years and indicate how many years it would take for the student to achieve proficiency if he or she meets 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.
- **Subscore:** A subtest is a portion of the total test, and the score of a subtest is called a subscore. Subscores cannot be combined to directly generate the overall scale score. There are three types of subscores reported for the M-STEP assessment:
  - Claims: English language arts and mathematics
  - Disciplines: Social studies
  - Domains: Science

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

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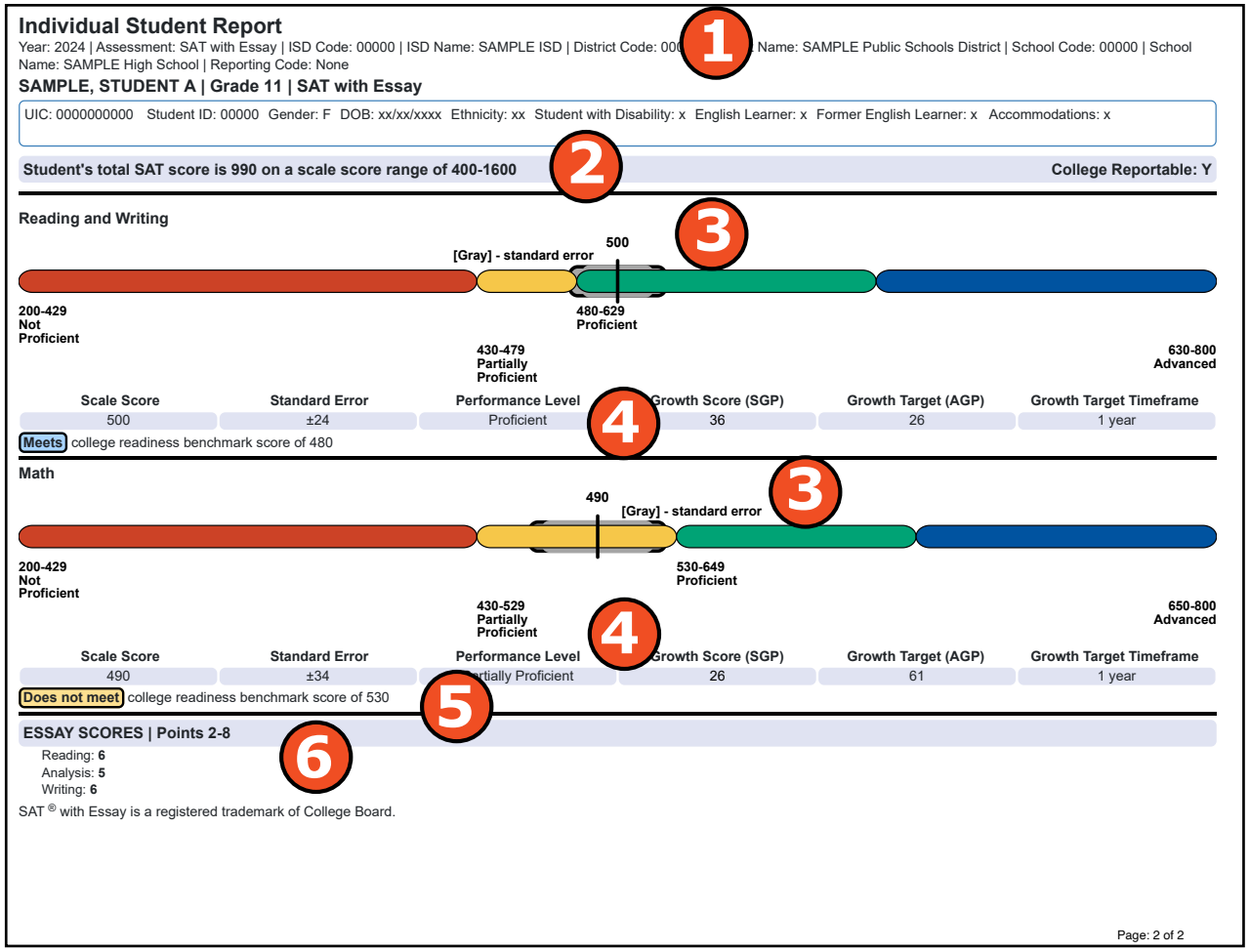
SAT with Essay Individual Student Report (ISR)

The SAT® with Essay Individual Student Report (ISR) provides information about student performance in two content areas: Reading and Writing and Math. Students will have a separate ISR for M-STEP Science and Social Studies.

The **SAT with Essay 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. Benchmark Score
6. Essay Scores



Student Demographic Information – 1

This section provides identifying information about the student including name, grade, assessment, Unique Identification Code (UIC), the district student ID if provided by the school, gender, date of birth, and race/ethnicity. It also indicates whether the student has been marked as a Student with Disability, English Learner, or Former English Learner in the Michigan Student Data System (MSDS). If the student was assigned accommodations, the accommodations will be listed.

Total Score – 2

The total score is the sum of the two section scores: Reading and Writing and Math. Scores for the SAT Essay are reported separately and are not part of a student's total SAT score. The total score has a range of 400-1600.

Overall Content Performance, Overall Performance and Growth Data – 3 4

- 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
- Each color band contains the minimum and maximum scale score range for that performance level.
- The SAT benchmark score is an indicator displayed on the student's SAT Score Report provided by the College Board.
- Students meeting the SAT benchmark are on track for college readiness upon graduation from high school.
- The College Board SAT benchmark score and the MDE proficiency cut score, shown on this report, are the same.
- A table below the overall content performance graphic provides the overall content performance data in tabular form.
- Growth Data are available after the initial release of assessment reports and includes:
  - Growth Score (SGP)
  - Growth Target Score (AGP)
  - Growth Target Time Frame

  Growth Scores range from 1 to 99, with 50 being average, and represent the percent of comparable students—those 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 1 to 99 and represent the amount growth above or below average a student needs to maintain year-over-year to reach or to 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 to 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 to maintain proficiency. Growth Target Time Frames are set based on how long it has historically taken similar students to reach or to maintain proficiency.

Benchmark Score – 5

- Benchmark Score is a single proficiency cut determined by College Board on the scale score range that estimates whether a student is or is not on track for college-and-career readiness upon graduation from high school. The College Board benchmark cut score equals the MDE proficient cut score.

Essay Scores – 6

- The SAT Essay asks students to read a high-quality source text and write an effective analysis of that text using evidence drawn from the source. It measures a range of skills in reading, analysis, and writing.

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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. If PDF Download is selected prior to viewing the report, the resulting PDF will be generated according to the selected filters in the Report Navigation Menu.

Report Features

Features of the SAT with Essay Individual Student 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.

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 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.

Data Definitions

- **Benchmark Score:** Benchmark Score is a single proficiency cut determined by College Board on the scale score range that estimates whether a student is or is not on track for college-and-career readiness upon graduation from high school. The College Board benchmark cut score equals the MDE proficient cut score.
- **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 1 to 99 and indicate how many scores in the comparison group are below that score.
- **Growth Target (AGP):** (Previously called Adequate Growth Percentiles) shows the amount of growth necessary to reach or to maintain proficiency within a set time frame. Percentiles range from 1 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:** The amount of time the growth target (AGP) model is expecting the student to take to reach or to maintain proficiency. Time frames range from one to three years and indicate how many years it would take for the student to achieve proficiency if he or she meets 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 were 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.

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MME Parent Report

The Michigan Merit Exam (MME) Parent Report provides information about student performance in English language arts, mathematics, science, social studies, and work skills.

Printed versions of the Parent Report are typically mailed to schools in late August. Online Parent Reports are available through the Dynamic Score Reporting Site and provide Spanish and Arabic translations in addition to English.

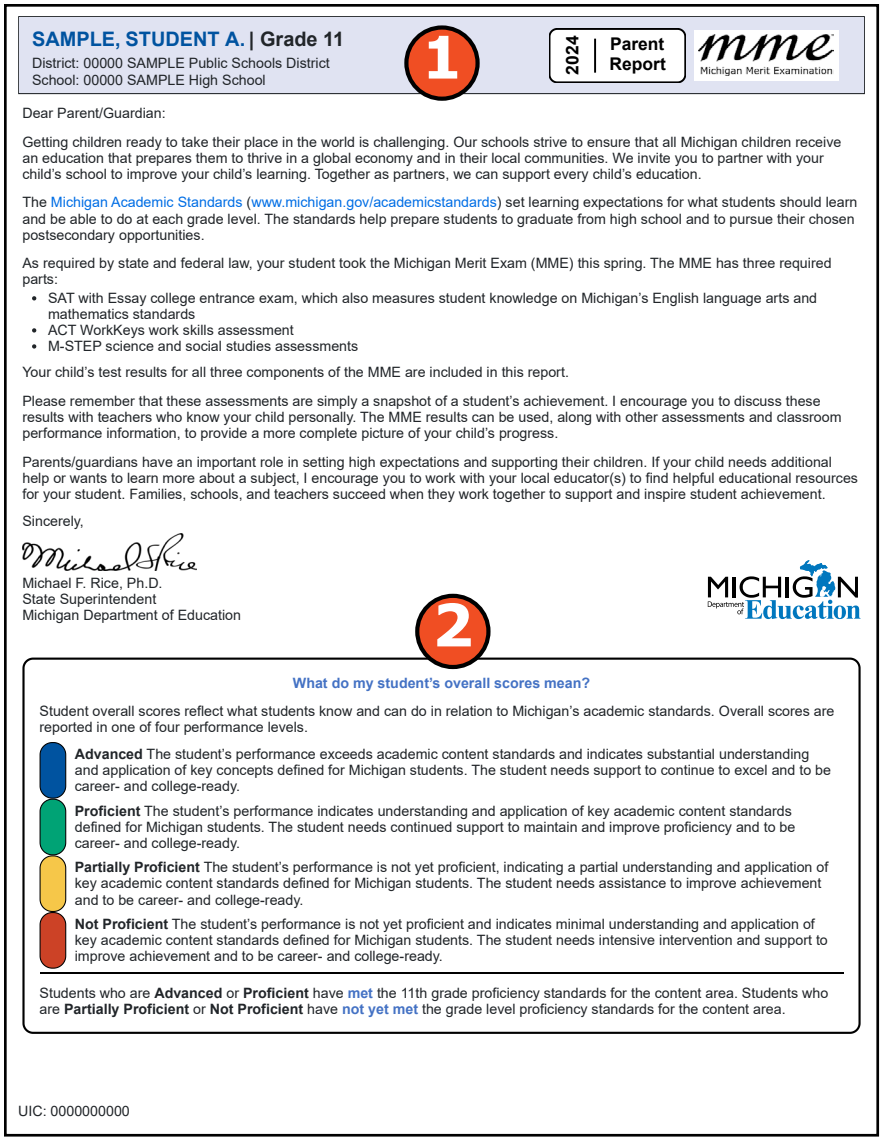
This report includes six main sections:

1. Superintendent Letter
2. What Do My Student's Overall Scores Mean?
3. SAT Reading and Writing and Math Performance Data
4. M-STEP Science and Social Studies Performance Data
5. ACT WorkKeys Performance Data
6. Where Can I Find More Information?

Superintendent Letter – 1

A letter to parents from the State Superintendent is included in each report. This letter describes the Michigan Merit Examination (MME), which assesses students in grade 11 and eligible students in grade 12.

The MME content includes summary information about the SAT with Essay, ACT WorkKeys, and the M-STEP Science and Social Studies assessments. Additional information and resources for parents are also provided.



SAMPLE, STUDENT A. | Grade 11
District: 00000 SAMPLE Public Schools District
School: 00000 SAMPLE High School

1

2024 | Parent Report

mme Michigan Merit Examination

Dear Parent/Guardian:

Getting children ready to take their place in the world is challenging. Our schools strive to ensure that all Michigan children receive an education that prepares them to thrive in a global economy and in their local communities. We invite you to partner with your child's school to improve your child's learning. Together as partners, we can support every child's education.

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

As required by state and federal law, your student took the Michigan Merit Exam (MME) this spring. The MME has three required parts:

- SAT with Essay college entrance exam, which also measures student knowledge on Michigan's English language arts and mathematics standards
- ACT WorkKeys work skills assessment
- M-STEP science and social studies assessments

Your child's test results for all three components of the MME 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 child personally. The MME results can be used, along with other assessments and classroom performance information, to provide a more complete picture of your child's progress.

Parents/guardians have an important role in setting high expectations and supporting their children. If your child needs additional help or wants to learn more about a subject, I encourage you to work with your local educator(s) to find helpful educational resources for your student. 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

MICHIGAN Department of Education

2

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 and to be career- and college-ready.

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 and to be career- and college-ready.

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 and to be career- and college-ready.

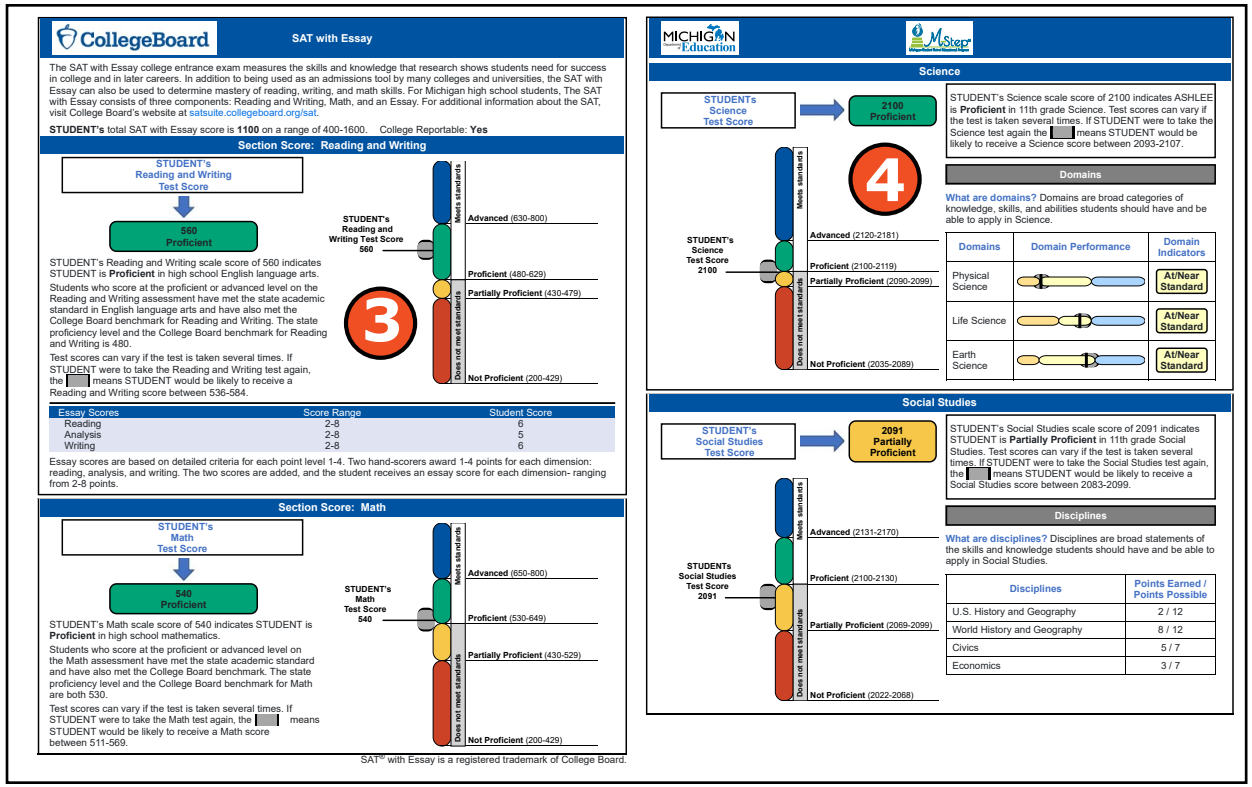
Not Proficient The student's performance is not yet proficient and indicates minimal understanding and application of key academic content standards defined for Michigan students. The student needs intensive intervention and support to improve achievement and to be career- and college-ready.

Students who are **Advanced** or **Proficient** have **met** the 11th 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: 0000000000

SAT Reading and Writing and Math Performance Data – 3

- The College Board SAT with Essay is composed of three sections: Reading and Writing, Math, and an Essay.
- Essay scores are based on detailed criteria for each point level 1-4. Two hand-scorers award 1-4 points for each dimension: reading, analysis, and writing. The two scores are added, and the student receives an essay score for each dimension, ranging from 2-8 points.
- Michigan utilizes SAT with Essay results to measure students' proficiency in state academic standards for high school English language arts and mathematics.
- Overall content area scale scores—including standard error and the associated performance level—are provided as a graphic for Reading and Writing and Math.
- The graphic includes the ranges of scale scores that do and do not meet standards, labeled as "Meets standards" and "Does not meet standards."
- The Michigan Department of Education proficiency cut score and the College Board SAT benchmark score, showing the student's college-readiness, are the same.



Visit the College Board Michigan web page (https://satsuite.collegeboard.org/state-partnerships/michigan) for additional SAT information.

M-STEP Science and Social Studies Performance Data – 4

- Overall content area scale scores—including standard error and the associated performance level—are provided as a graphic and a table for M-STEP Science and Social Studies.
- The graphic includes the ranges of scale scores that do and do not meet standards, labeled as "Meets standards" and "Does not meet standards."
- Science reports domains as domain performance indicators.
- Social studies content standards are organized by disciplines. Raw scores—points earned out of total points possible—are reported for each. Raw scores are not comparable across test forms.

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

ACT WorkKeys Performance Data– 5

ACT WorkKeys is an assessment of job skills in Workplace Documents, Applied Math, and Graphic Literacy. Students may qualify for a National Career Readiness Certificate® (NCRC), based on the ACT WorkKeys level scores they earn during the Spring MME. Eligibility is determined as follows:

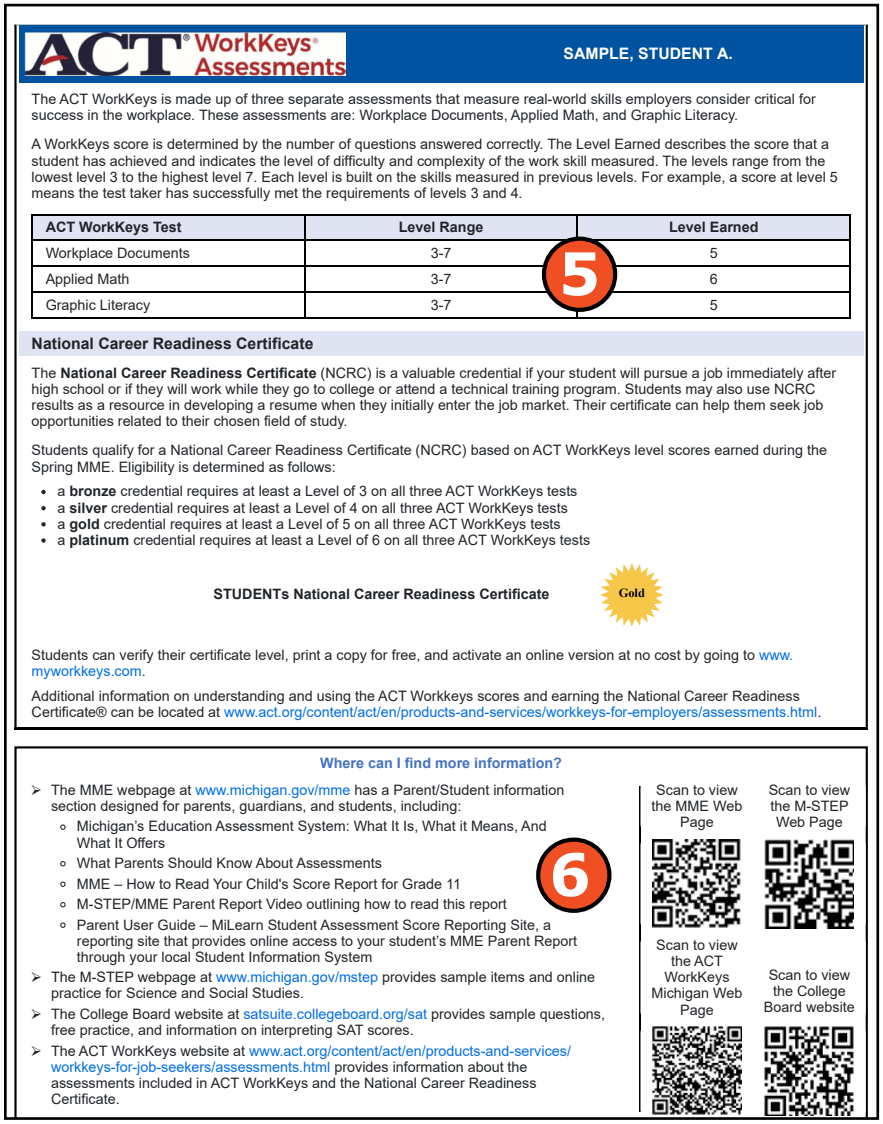
- **Bronze credentia**l – requires at least a Level 3 on all three ACT WorkKeys tests
- **Silver credential** – requires at least a Level 4 on all three ACT WorkKeys tests
- **Gold credential** – requires at least a Level 5 on all three ACT WorkKeys tests
- **Platinum credential** – requires at least a Level 6 on all three ACT WorkKeys tests

Visit the ACT Michigan website (www.act.org/stateanddistrict/michigan) for additional information about the ACT WorkKeys.

Where Can I Find More Information? – 6

Where Can I Find More Information provides parent and guardians additional resources on the SAT with Essay, ACT WorkKeys and M-STEP assessments.

QR (quick response) codes are machine-scannable images that can be read using a Smartphone camera. When a smartphone scans the image, parents are given immediate access to the MME, M-STEP, ACT WorkKeys, and College Board Web Pages where more information is available.



ACT WorkKeys Assessments

SAMPLE, STUDENT A.

The ACT WorkKeys is made up of three separate assessments that measure real-world skills employers consider critical for success in the workplace. These assessments are: Workplace Documents, Applied Math, and Graphic Literacy.

A WorkKeys score is determined by the number of questions answered correctly. The Level Earned describes the score that a student has achieved and indicates the level of difficulty and complexity of the work skill measured. The levels range from the lowest level 3 to the highest level 7. Each level is built on the skills measured in previous levels. For example, a score at level 5 means the test taker has successfully met the requirements of levels 3 and 4.

ACT WorkKeys Test	Level Range	Level Earned
Workplace Documents	3-7	5
Applied Math	3-7	6
Graphic Literacy	3-7	5

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National Career Readiness Certificate

The **National Career Readiness Certificate** (NCRC) is a valuable credential if your student will pursue a job immediately after high school or if they will work while they go to college or attend a technical training program. Students may also use NCRC results as a resource in developing a resume when they initially enter the job market. Their certificate can help them seek job opportunities related to their chosen field of study.

Students qualify for a National Career Readiness Certificate (NCRC) based on ACT WorkKeys level scores earned during the Spring MME. Eligibility is determined as follows:

- a **bronze** credential requires at least a Level of 3 on all three ACT WorkKeys tests
- a **silver** credential requires at least a Level of 4 on all three ACT WorkKeys tests
- a **gold** credential requires at least a Level of 5 on all three ACT WorkKeys tests
- a **platinum** credential requires at least a Level of 6 on all three ACT WorkKeys tests

STUDENTs National Career Readiness Certificate Gold

Students can verify their certificate level, print a copy for free, and activate an online version at no cost by going to www.myworkkeys.com.

Additional information on understanding and using the ACT Workkeys scores and earning the National Career Readiness Certificate® can be located at www.act.org/content/act/en/products-and-services/workkeys-for-employers/assessments.html.

Where can I find more information?

- The MME webpage at www.michigan.gov/mme has a Parent/Student information section 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
  - MME – How to Read Your Child's Score Report for Grade 11
  - M-STEP/MME Parent Report Video outlining how to read this report
  - Parent User Guide – MiLearn Student Assessment Score Reporting Site, a reporting site that provides online access to your student's MME Parent Report through your local Student Information System
- The M-STEP webpage at www.michigan.gov/mstep provides sample items and online practice for Science and Social Studies.
- The College Board website at satsuite.collegeboard.org/sat provides sample questions, free practice, and information on interpreting SAT scores.
- The ACT WorkKeys website at www.act.org/content/act/en/products-and-services/workkeys-for-job-seekers/assessments.html provides information about the assessments included in ACT WorkKeys and the National Career Readiness Certificate.

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Scan to view the MME Web Page

Scan to view the M-STEP Web Page

Scan to view the ACT WorkKeys Michigan Web Page

Scan to view the College Board website

Parent Report

This report helps schools to:

- inform, when used with other local assessment data, 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 the ACT WorkKeys National Career Readiness® (NCRC®) certification

Parent Report

Schools should not 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

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.
- **PDF Download** – A PDF Download is available in English, Spanish, and Arabic. To view a PDF of the report, select "PDF Download – <Translation>." This will open a PDF document of the reports in your selected language option and according to your selected filters. If PDF Download is selected prior to viewing the report, the resulting PDF will be generated according to the selected filters in the Report Navigation Menu.

Report Features

Features of the MME Parent Report are described in the following subsections.

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 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
  - 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.
- For science, a performance indicator graph provides a visual representation of student performance relative to the range of possible performance within each of the following domains:
  - Light blue is Above Standard
  - Yellow is At or Near Standard
  - Orange is Below Standard
- Social studies report discipline results as raw scores (points earned/points possible).

Data Definitions

- **Benchmark Score:** Benchmark Score is a single proficiency cut determined by College Board on the scale score range that estimates whether a student is or is not on track for college-and-career readiness upon graduation from high school. The College Board benchmark cut score equals the MDE proficient cut score.
- **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 were 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.

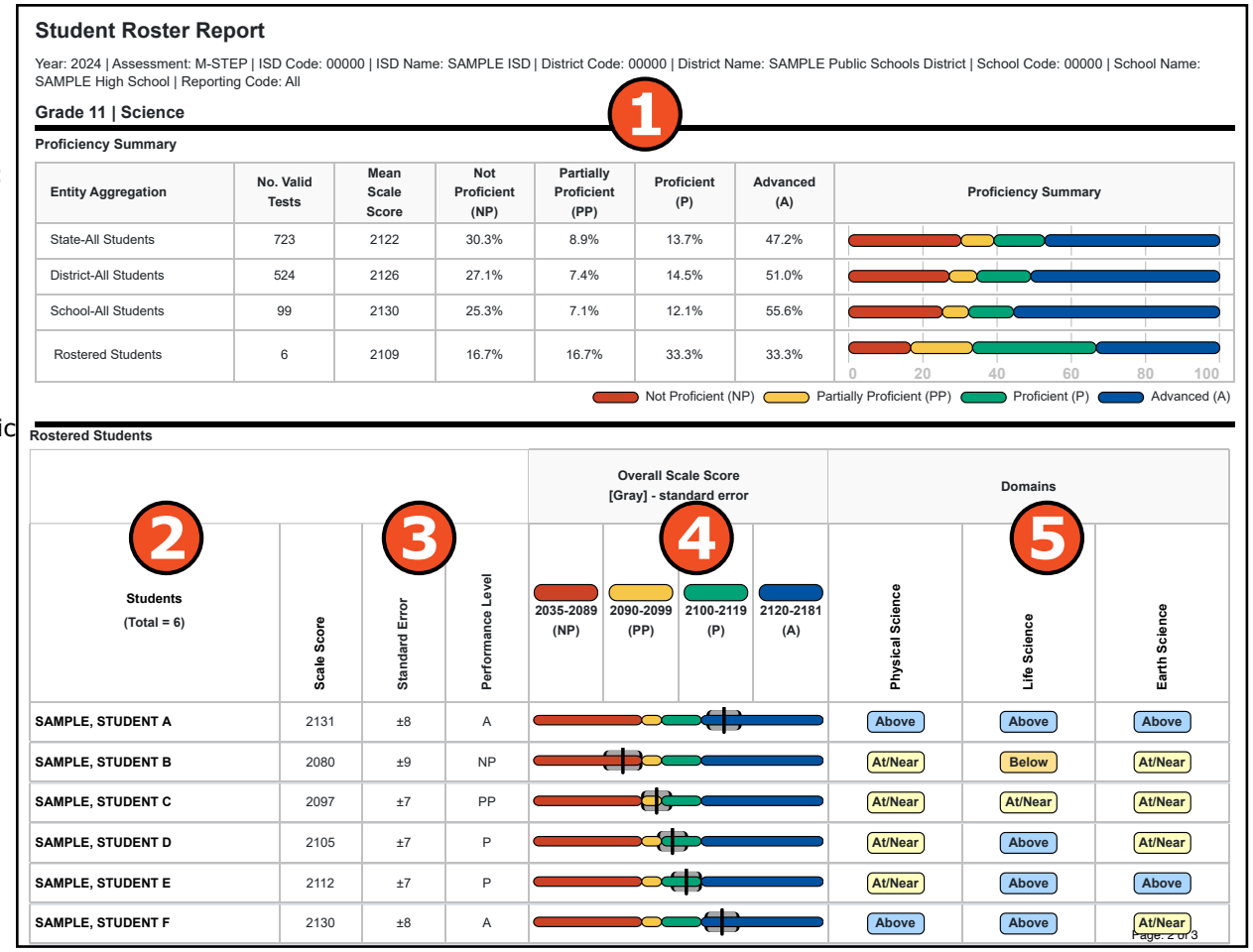
Privacy Notice: The Parent Report contains federally protected student information. This report must be used in accordance with the Family Educational Rights and Privacy Act (FERPA).

M-STEP Student Roster

The 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
4. Overall Content Performance Graphic
5. Subscore Data (Performance Indicators)



Student Roster Report

Year: 2024 | Assessment: M-STEP | ISD Code: 00000 | ISD Name: SAMPLE ISD | District Code: 00000 | District Name: SAMPLE Public Schools District | School Code: 00000 | School Name: SAMPLE High School | Reporting Code: All

Grade 11 | Science (1)

Proficiency Summary

Entity Aggregation	No. Valid Tests	Mean Scale Score	Not Proficient (NP)	Partially Proficient (PP)	Proficient (P)	Advanced (A)	Proficiency Summary
State-All Students	723	2122	30.3%	8.9%	13.7%	47.2%	
District-All Students	524	2126	27.1%	7.4%	14.5%	51.0%	
School-All Students	99	2130	25.3%	7.1%	12.1%	55.6%	
Rostered Students	6	2109	16.7%	16.7%	33.3%	33.3%	

0 20 40 60 80 100

Not Proficient (NP) Partially Proficient (PP) Proficient (P) Advanced (A)

Rostered Students

(2) Students (Total = 6)	(3) Scale Score	(3) Standard Error	(3) Performance Level	(4) Overall Scale Score [Gray] - standard error: 2035-2089 (NP) / 2090-2099 (PP) / 2100-2119 (P) / 2120-2181 (A)	(5) Domains: Physical Science	Life Science	Earth Science
SAMPLE, STUDENT A	2131	±8	A		Above	Above	Above
SAMPLE, STUDENT B	2080	±9	NP		At/Near	Below	At/Near
SAMPLE, STUDENT C	2097	±7	PP		At/Near	At/Near	At/Near
SAMPLE, STUDENT D	2105	±7	P		At/Near	Above	At/Near
SAMPLE, STUDENT E	2112	±7	P		At/Near	Above	Above
SAMPLE, STUDENT F	2130	±8	A		Above	Above	At/Near

Page: 2 of 3

Overall Proficiency Summary – 1

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)

The data displayed in the graph is:

- 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

Student Roster Report

This report helps schools to:

- view overall summary score and performance level information at a glance
- view and sort student overall scale score in a rostered list of students
- view a snapshot of student performance
- inform, when used with other local assessment data, about student proficiency and progress toward proficiency based on Michigan's Academic Standards
- view and sort student performance discipline, domain, or growth data
- view raw score data on social studies disciplines
- view science subscore performance indicators

Student Roster Report

Schools should not 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 Students – 2

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 the Information or ⓘ icon is clicked

Overall Content Performance Table – 3

Overall content area 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 Time Frame. Growth Scores (SGP), Growth Target Scores (AGP), and Growth Target Time Frames will be available after the initial release of student reports.

Growth Scores range from 1 to 99, with 50 being average, and represent the percent of comparable students—those 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 1 to 99 and represent the amount of growth above or below average a student needs to maintain year-over-year to reach or to 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 to 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 to maintain proficiency. Growth Target Time Frames are set based on how long it has historically taken similar students to reach or to 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, while 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):** is 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, while selecting twice sorts in descending order).
- **Growth Target (AGP):** is 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, while selecting twice sorts in descending order).
- **Time Frame:** will be available after the initial release of reports.
  - The Time Frame is sortable. Sorting by Time Frame will result in a list of selected students in order of Time Frame, with AGP as secondary sort (ascending or descending – selecting "Time Frame" once sorts in ascending order, while selecting twice sorts in descending order).

Growth data are available for grades 4 through 8 and 11 in ELA and mathematics. There is no growth data for science or social studies as a result of the two COVID-impacted test administrations in Spring 2020 and Spring 2021. This year's grade 8 and 11 students do not have the prior scores necessary to generate growth score data.

Overall Content Performance Graphic – 4

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

Subscore Data (Performance Indicators) – 5

Domain performance indicators are reported for science. Social studies disciplines are reported as Points Earned out of Points Possible (PE/PP) raw score data.

Performance indicators—for Domains—show student performance within each science domain. The Subscore Performance Indicator graph provides a visual representation of student performance relative to the range of possible performance within each domain.

- **'Above Standard'** indicates that the student's performance on the standards that make up the domain is above the overall content standard or proficiency cut.
- **'At/Near Standard'** indicates that the student's performance on the standards that make up the domain is at or near the overall content standard or proficiency cut.
- **'Below Standard'** indicates that the student's performance on the standards that make up the domain is below the overall content standard or proficiency cut.

Social studies content standards are organized by disciplines. Raw scores—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.

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.

Report Features

Features of the Student Roster Report are described below.

Sort Options

- **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 Time Frame** – Growth Target Time Frame 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 Time Frame is the Growth Target score.
- **Scale Score** – Scale Score can be sorted from high to low on the first selection; 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. Users can select to sort in reverse alphabetical order.

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.

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 Time Frame (previously called Adequate Growth Percentiles) will be reported after the initial release of the student reports.
- Growth data is not available for 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) the amount of growth necessary to reach or to maintain proficiency within a set time frame. Percentiles range from 1 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:** Growth Target Time Frames show the amount of time the growth target (AGP) model is expecting the student to take to reach or to maintain proficiency. Time Frames range from one to three years and indicate how many years it will take for the student to achieve proficiency if he or she meets 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 were 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.

mme
Michigan Merit Examination

SAT with Essay Student Roster

The SAT with Essay 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
4. Overall Content Performance Graphic
5. Essay Scores

Overall Proficiency Summary – 1

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

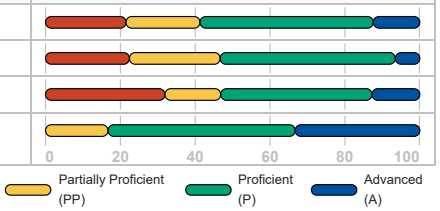
Student Roster Report

Year: 2024 | Assessment: SAT with Essay | ISD Code: 00000 | ISD Name: SAMPLE ISD | District Code: 00000 | District Name: SAMPLE Public Schools District | School Code: 00000 |School Name: SAMPLE High School | Reporting Code: All

Grade 11 | Reading & Writing (1)

Proficiency Summary

Entity Aggregation	No. Valid Tests	Mean Scale Score	Not Proficient (NP)	Partially Proficient (PP)	Proficient (P)	Advanced (A)	Proficiency Summary
State-All Students	1512	504	21.5%	19.8%	46.3%	12.4%	
District-All Students	718	488	22.4%	24.2%	46.8%	6.5%	
School-All Students	94	490	31.9%	14.9%	40.4%	12.8%	
Rostered Students	6	563	0.0%	16.7%	50.0%	33.3%	



Rostered Students

Students (Total = 6) (2)	College Reportable	Scale Score	Standard Error	Performance Level (3)	SGP	Growth Target AGP	Growth Target Timeframe	Overall Scale Score [Gray] - standard error 200-429 (NP) (4)	430-479 (PP)	480-629 (P)	630-800 (A)	Essay Scores Points: 2-8 Reading (5)	Analysis	Writing
SAMPLE, STUDENT A	Y	450	±23	PP	61	80	1					4	2	4
SAMPLE, STUDENT B	Y	670	±21	A	97	7	1					6	6	6
SAMPLE, STUDENT C	Y	510	±24	P	56	34	1					6	3	6
SAMPLE, STUDENT D	Y	500	±24	P	48	35	1					6	2	6
SAMPLE, STUDENT E	Y	570	±24	P	87	32	1					3	6	5
SAMPLE, STUDENT F	Y	680	±20	A	50	1	1					5	5	5

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)

The data displayed in the graph is:

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

Rostered Students – 2

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 these sections:

- 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) – 3

Overall content area 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 Time Frame. Growth Scores (SGP), Growth Target Scores (AGP), and Growth Target Time Frames will be available after the initial release of student reports.

Growth Scores range from 1 to 99, with 50 being average, and represent the percent of comparable students—those 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 1 to 99 and represent the amount growth above or below average a student needs to maintain year-over-year to reach or to 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 to 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 to maintain proficiency. Growth Target Time Frames are set based on how long it has historically taken similar students to reach or to 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, while 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, while 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, while selecting twice sorts in descending order).
- Time Frame will be available after the initial release of reports.
  - The Time Frame is sortable. Sorting by Time Frame will result in a list of selected students in order of Time Frame, with AGP as secondary sort (ascending or descending – selecting "Time Frame" once sorts in ascending order, while selecting twice sorts in descending order).

Overall Content Performance (Graphic Format) – 4

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.

Essay Scores – 5

The SAT Essay asks students to read a high-quality source text and write an effective analysis of that text using evidence drawn from the source. It measures a range of skills in reading, analysis, and writing.

Essays scores are based on detailed criteria for each point level 1-4. Two hand-scorers award 1-4 points for each dimension: reading, analysis, and writing. The two scores are added, and the student receives an essay score for each dimension, ranging from 2-8 points. These indicators provide information about the student's readiness for college and career after high school graduation. The indicators are color-coded so users may quickly distinguish between achievement levels.

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. You can print individual or small groups of reports from this option. If "PDF Download" is selected prior to viewing a report, the resulting PDF will be generated according to the selected filters in the Report Navigation Menu.

Report Features

Features of the SAT with Essay Student Roster Report are described below.

Sort Options

There are several sort options available in the report:

- **College Reportable** – College Reportable can be sorted to group students whose SAT with Essay is college reportable or not.
- **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 Time Frame** – Growth Target Time Frame 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 Time Frame 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 selection; 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.

About the Data

- Student Roster Reports are available for paper/pencil and online test takers.
- Tests marked "invalid" display the invalid reason.
- Homeschooled 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.
- A table provides the overall content performance data.
- 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 Time Frame (previously called Adequate Growth Percentiles) will be reported after the initial release of the student reports.

Data Definitions

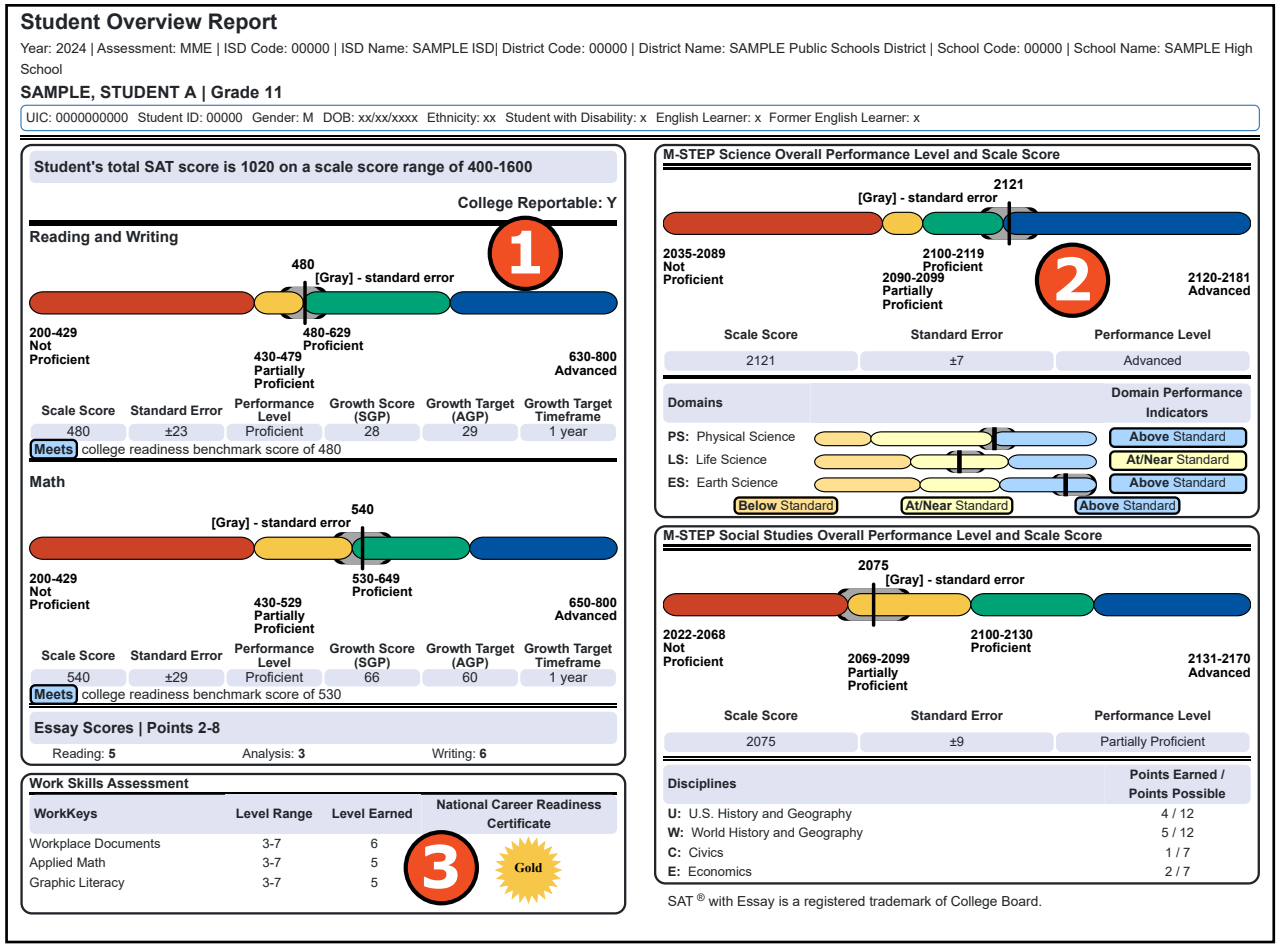
- **Growth Score (SGP):** (Previously called Student Growth Percentiles) describe a student's learning over time compared to other students with comparable prior test scores. Percentiles range from 1 to 99 and indicate how many scores in the comparison group are below that score.
- **Growth Target (AGP):** (Previously called Adequate Growth Percentiles) the amount of growth necessary to reach or to maintain proficiency within a set time frame. Percentiles range from 1 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:** The amount of time the growth target (AGP) model is expecting the student to take to reach or to maintain proficiency. Time Frames range from one to three years and indicate how many years it will take for the student to achieve proficiency if he or she meets 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 were 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.

mme
Michigan Merit Examination

Student Overview – 1

The MME Student Overview Report provides summary information about student performance on the SAT® with Essay in English language arts and mathematics, the ACT WorkKeys® in workplace skills, and the Michigan Student Test of Educational Progress (M-STEP) in science and social studies. For each selected student the following data is displayed for each tested content in both graphical and table format:

1. SAT with Essay Total Score, Reading and Writing and Math Section Scores, Essay Scores
2. M-STEP Science and Social Studies Overall Performance Level and Scale Scores
3. ACT Work Skills Assessment WorkKeys Scores and National Career Readiness Certificate



SAT with Essay Total Score, Reading and Writing and Math Section Scores, Essay Score– 1

Total SAT Score

- The Total SAT Score is the sum of two section scores: Reading and Writing and Math. The Total Score for the student is given along with a notation if the score is college reportable.
- Reasons why a SAT score might not be college reportable include:
  - the test is invalid
  - a state-allowed accommodation was used
  - the student requested a score cancellation
  - as a first year English Learner, the student did not take the Reading and Writing portions of the assessment.

Reading and Writing and Math Section Scores

- Overall content area 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.

- The Reading and Writing score is derived from the Reading and Writing test score.
- The Math Section Score is derived from the math test score.
- The SAT benchmark scores are indicators displayed on the student's SAT Score Report provided by the College Board.
- SAT benchmarks apply to both Math and Reading and Writing assessments.
- Students meeting the SAT benchmark are on track for college readiness.
- The College Board SAT benchmarks and the MDE proficient cut scores shown on this report are the same.
- Growth Data for the SAT with Essay are available after the initial release of assessment reports and includes:
  - Growth Score (SGP)
  - Growth Target Score (AGP)
  - Growth Target Time Frame

There is no growth data for science or social studies as a result of the two COVID-impacted test administrations in Spring 2020 and Spring 2021. This year's grade 8 and 11 students do not have the prior scores necessary to generate growth score data.

Growth Scores range from 1 to 99, with 50 being average, and represent the percent of comparable students—those 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 1 to 99 and represent the amount growth above or below average a student needs to maintain year-over-year to reach or to 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 to 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 to maintain proficiency. Growth Target Time Frames are set based on how long it has historically taken similar students to reach or to maintain proficiency.

SAT Essay Scores

The SAT essay asks students to read a high-quality source text and write an effective analysis of that text using evidence drawn from the source. It measures a range of skills in reading, analysis, and writing.

Student Overview Report

This report helps schools to:

- inform, when used with other local assessment data, 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 social studies disciplines
- view summary performance on the science domains
- view the level earned for each ACT WorkKeys assessment and overall NCRC level

Student Overview Report

Schools should not 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

M-STEP Science and Social Studies Overall Performance Level and Scale Scores – 2

M-STEP Subscore (Domain or Discipline) Performance Data

- Science content standards are organized by domains, and each domain is rated with one of three domain performance indicators – Below, At/Near, or Above.
- Social studies content standards are organized by disciplines. Raw scores—points earned out of total points possible—are reported for each discipline. Raw scores are not comparable across test forms.
- Growth data are available for grades 4 through 8 and 11 in ELA and mathematics. There is no growth data for science or social studies as a result of the two COVID-impacted test administrations in Spring 2020 and Spring 2021. This year's grade 8 and 11 students do not have the prior scores necessary to generate growth score data.
- Overall content area 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.

ACT® Work Skills Assessment WorkKeys® Scores and National Career Readiness Certificate – 3

- ACT WorkKeys is an assessment of job skills in Workplace Documents, Applied Math, and Graphic Literacy. The ACT WorkKeys is a required component of the MME, which assesses students in grade 11 and eligible students in grade 12.
- Students may qualify for a National Career Readiness Certificate® (NCRC), based on the ACT WorkKeys level scores they earn during the Spring MME. Eligibility is determined as follows:
  - Bronze credential: requires at least a Level 3 on all three ACT WorkKeys tests
  - Silver credential: requires at least a Level 4 on all three ACT WorkKeys tests
  - Gold credential: requires at least a Level 5 on all three ACT WorkKeys tests
  - Platinum credential: requires at least a Level 6 on all three ACT WorkKeys tests

Visit the ACT Michigan website (www.act.org/stateanddistrict/michigan) for additional information about the ACT WorkKeys.

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.

Report Features

Features of the Student Overview Report are described as follows:

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 Roster Reports are available for paper/pencil and online test takers.
- Tests marked "invalid" display the invalid reason.
- A table provides the overall content performance data.
- 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 Time Frame (previously called Adequate Growth Percentiles) will be reported after the initial release of the student reports.
- For science, a performance indicator graph provides a visual representation of student performance relative to the range of possible performance within each domain. The three performance indicators are as follows:
  - Light blue is Above Standard
  - Yellow is At or Near Standard
  - Orange is Below Standard
- The social studies report displays results as raw scores (points earned/points possible).
- Homeschooled 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 Definitions

- **Benchmark Score:** Benchmark Score is a single proficiency cut determined by College Board on the scale score range that estimates whether a student is or is not on track for college-and-career readiness upon graduation from high school. The College Board benchmark cut score equals the MDE proficient cut score.
- **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 1 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 to maintain proficiency within a set time frame. Percentiles range from 1 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:** The amount of time the growth target (AGP) model is expecting the student to take to reach or to maintain proficiency. Time Frames range from one to three years and indicate how many years it will take for the student to achieve proficiency if he or she meets 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 were 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.

mme
Michigan Merit Examination

Student Growth and Proficiency Report

The SAT with Essay and the Michigan Student Test of Educational Progress (M-STEP) Student Growth and Proficiency Reports provide information about student growth by content area. Each student in grades containing reportable growth data will have a separate Student Growth and Proficiency report for each content area test taken.

There is no growth data for science or social studies as a result of the two COVID-impacted test administrations in Spring 2020 and Spring 2021. This year's grade 8 and 11 students do not have the prior scores necessary to generate growth score data.

The report is divided into three main sections:

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

Student Demographic Information – 1

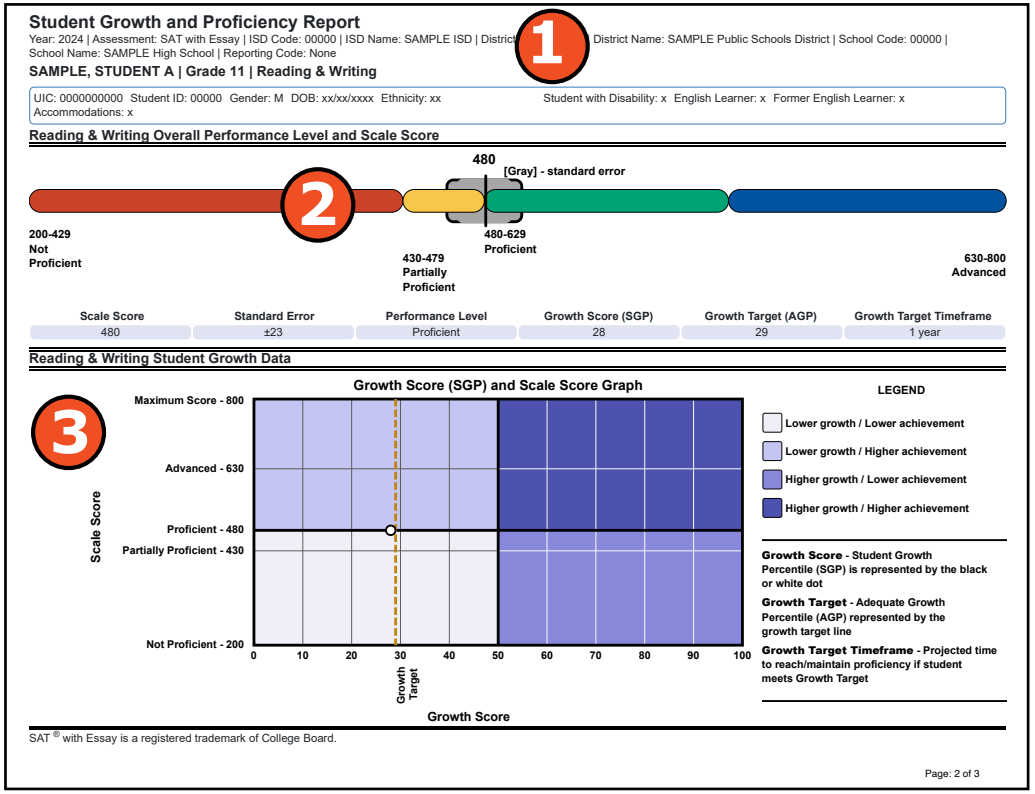
This section provides identifying information about the student including name, grade, gender, date of birth, race/ethnicity, Unique Identification Code (UIC), and, if provided by the school, the district student ID. The report will indicate if the student has been marked as a Student with Disability,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

Overall Content Performance – 2

Overall content area 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 Time Frame



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 to maintain proficiency
- inform, when used with other local assessment data, about student proficiency and progress toward proficiency based on Michigan's Academic Standards

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 1 to 99, with 50 being 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 1 to 99 and represent the amount of growth above or below average a student needs to maintain year-over-year to reach or to 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 to 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 to maintain proficiency. Growth Target Time Frames are set based on how long it has historically taken similar students to reach or to maintain proficiency.

Student Growth Data Graph – 3

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

Student Growth and Proficiency Report

Schools should not 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 x-axis (horizontal axis) of the graph labels the student's growth score and ranges from 1 to 99. Student Growth Target is also displayed with a vertical dotted line. The growth score of 50 is marked by a bold black line that separates the 'lower growth' sections from the 'higher growth' sections.

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 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 Time Frame.

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.

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 science because there have not been sufficient years of operational testing to provide any prior test score.

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 1 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 to maintain proficiency within a set time frame. Percentiles range from 1 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:** The amount of time the growth target (AGP) model is expecting the student to take to reach or to maintain proficiency. Time Frames range from one to three years and indicate how many years it would take for the student to achieve proficiency if he or she meets 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 were 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

Aggregate Reports refer to the assessment reports that provide a summary and analysis of the performance data from groups of students. These reports are generated by aggregating the individual assessment results of multiple students at various levels such as school, district, or even statewide.

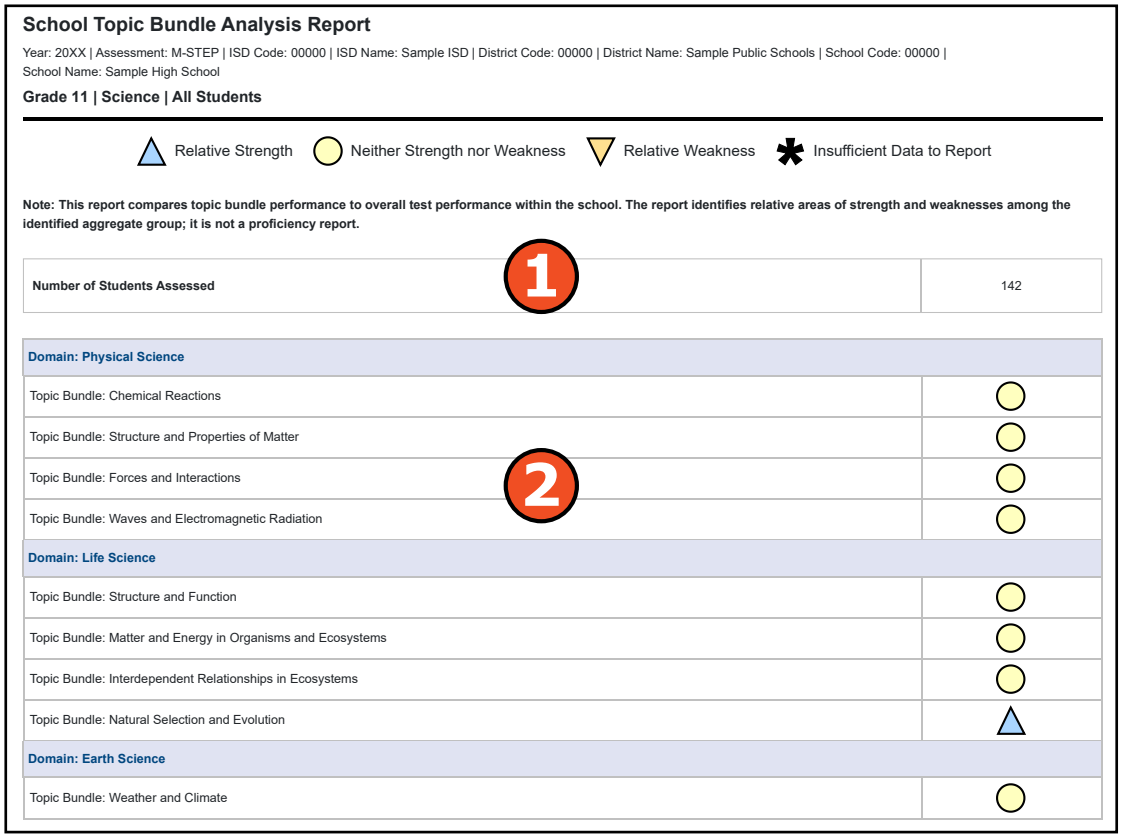
Aggregate Reports are intended for authorized district and school use only. The reports do not mask small quantities of students and therefore may contain federally protected student information. For public sharing, aggregate data from MiSchoolData (www.mischooldata.org) should be used.

Topic Bundle Analysis Report

The Michigan Student Test of Educational Progress (M-STEP) Topic Bundle Analysis Report provides information about relative strengths and relative weaknesses by topic bundle in science. The Topic Bundle Analysis Report is available at the school, district, and state levels. The report provides an overview of relative strengths and weaknesses in science by topic bundle as compared to performance on the test as a whole.

The report is divided into two main sections:

1. Number of Students Assessed
2. Domains



School Topic Bundle Analysis Report

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

Grade 11 | Science | All Students

▲ Relative Strength ○ Neither Strength nor Weakness ▽ Relative Weakness ✱ Insufficient Data to Report

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

Number of Students Assessed	142
Domain: Physical Science	
Topic Bundle: Chemical Reactions	○
Topic Bundle: Structure and Properties of Matter	○
Topic Bundle: Forces and Interactions	○
Topic Bundle: Waves and Electromagnetic Radiation	○
Domain: Life Science	
Topic Bundle: Structure and Function	○
Topic Bundle: Matter and Energy in Organisms and Ecosystems	○
Topic Bundle: Interdependent Relationships in Ecosystems	○
Topic Bundle: Natural Selection and Evolution	▲
Domain: Earth Science	
Topic Bundle: Weather and Climate	○

Number of Students Assessed – 1

The report displays the number of students assessed with valid scores in the selected entity (not all students were assessed on every topic bundle or received the same number of items on each topic bundle).

Domains and Topic Bundles – 2

The report is an aggregate report that shows relative strengths and weaknesses on each topic bundle as compared to performance on the test as a whole. The Topic Bundle Analysis Report is not a proficiency report.

Topic Bundle Analysis Report

This report helps schools to:

- identify aggregate group's strengths and weaknesses by topic bundle
- analyze curricular alignment to topic bundles; that is, "Are students learning each topic bundle? If so, are they learning the content at the appropriate Depth of Knowledge (DOK)?"
- compare school, district, and state results to identify strengths and weaknesses according to each aggregate group
- identify needs for academic program improvement or continuous improvement goals

Topic Bundle Analysis Report

Schools should not use this report to:

- make program placement decisions for individual students unless required by law
- make day-to-day instructional decisions for individual students

The first row indicates the domain. The user can sort on each domain and can sort in the Topic Bundle Strength/Weakness Indicator column. .

The first column of the next row lists the topic bundles for the identified domain. Each topic bundle row is compared to the test as a whole:

- An upward pointing blue triangle indicates a relative strength in the topic bundle as compared to the aggregate group's performance on the test as a whole.
- A yellow circle indicates neither a strength nor a weakness in the topic bundle as compared to the aggregate group's performance on the test as a whole.
- A downward pointing orange triangle indicates a relative weakness in the topic bundle as compared to the aggregate group's performance on the test as a whole.

Data is reported for topic bundles only when the aggregate group includes all of the following:

- 15 unique students per topic bundle
- 3 unique items per topic bundle
- 25 responses per topic bundle

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. If PDF Download is selected prior to viewing the report, the resulting PDF will be generated according to the selected filters in the Report Navigation Menu.

Expectation Analysis

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

School Expectation Analysis Report

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

Grade 11 | Social Studies | All Students

Discipline U Expectations	U.S. History and Geography	No. of Students Assessed per Expectation	Average % Points Earned	Number of Students With:			
				0-25% Points Earned	26-50% Points Earned	51-75% Points Earned	76-100% Points Earned
U6.1.01	Analyze factors: United States major industrial power	142	40.8	84	0	0	58
U6.2.03	Analyze impact WWI: US government/economy/civil liberties	142	66.9	47	0	0	95
U6.3.02	Analyze causes/consequences Progressive reform	142	43.0	81	0	0	61
U6.3.03	Analyze women's rights, ratification/19th Amendment	142	47.2	75	0	0	67
U7.1.01	Explain cultural changes in "Roaring Twenties"	142	62.0	54	0	0	88
U7.1.02	Evaluate causes/consequences of Great Depression	142	62.7	53	0	0	89
U7.2.03	Analyze changes in American life: US in WWII	142	44.4	79	0	0	63

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Discipline and Expectation Information – 1

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.

Expectation Analysis Report

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

Expectation Analysis Report

Schools should not use this report to:

- conduct item-level analysis or item-type reviews that encourage "teaching to the test" rather than the content standards"

Aggregate Student Data by Expectation – 2

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.

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. If PDF Download is selected prior to viewing the report, the resulting PDF will be generated according to the selected filters in the Report Navigation Menu.

CSV Files from the Dynamic Score Reporting Site

Comma Delimited Files (CSV) are available from the Dynamic Score Reporting Site for the M-STEP Expectation Analysis Report. The data includes school information, student population, demographic group, and student performance data. CSV Files are provided for schools to use as a data resource for school- or district- level data reviews. Schools or districts can use the CSV files to evaluate data in ways that support school improvement goals or for other data-based decision-making purposes.

School Demographic Subscore Report

The School Demographic Subscore Report provides a comparison of students by grade and content in science.

The report is divided into four main sections:

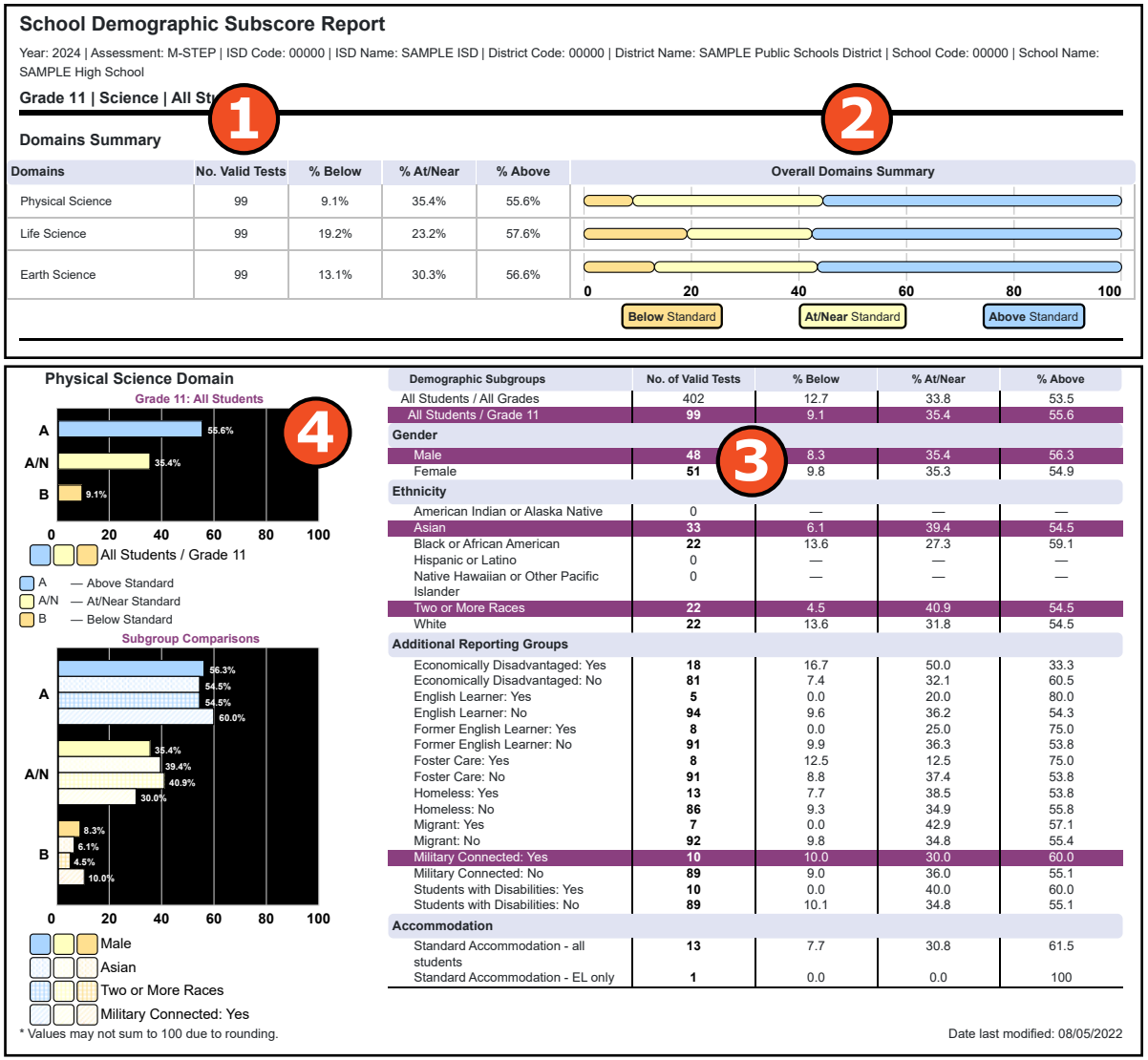
1. Overall Subscore Summary Data Table
2. Overall Domains Summary Indicator Percentages Graphic
3. Demographic Subgroups Science Performance Indicator Data Table
4. Demographic Subgroup Science Domains Indicator Percentages Graphic

Overall Subscore Summary Data Table – 1

Overall subscore (domain) summary data for each domain is displayed in a graphic format.

The data displayed in the table is:

- Total number of valid tests
- Percentage of students scoring in the Below Standard category
- Percentage of students scoring in the At/Near Standard category
- Percentage of students scoring in the Above Standard category



School Demographic Subscore Report

Year: 2024 | Assessment: M-STEP | ISD Code: 00000 | ISD Name: SAMPLE ISD | District Code: 00000 | District Name: SAMPLE Public Schools District | School Code: 00000 | School Name: SAMPLE High School

Grade 11 | Science | All St

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Domains Summary

Domains	No. Valid Tests	% Below	% At/Near	% Above	Overall Domains Summary
Physical Science	99	9.1%	35.4%	55.6%	
Life Science	99	19.2%	23.2%	57.6%	
Earth Science	99	13.1%	30.3%	56.6%	

0 20 40 60 80 100

Below Standard | At/Near Standard | Above Standard

Physical Science Domain

Grade 11: All Students

4

A 55.6%
A/N 35.4%
B 9.1%

0 20 40 60 80 100

All Students / Grade 11

A — Above Standard
A/N — At/Near Standard
B — Below Standard

Subgroup Comparisons

A 56.3% 54.5% 54.5% 60.0%
A/N 35.4% 39.4% 40.9% 30.0%
B 8.3% 6.1% 4.5% 10.0%

0 20 40 60 80 100

Male
Asian
Two or More Races
Military Connected: Yes

* Values may not sum to 100 due to rounding.

3

Demographic Subgroups	No. of Valid Tests	% Below	% At/Near	% Above
All Students / All Grades	402	12.7	33.8	53.5
All Students / Grade 11	99	9.1	35.4	55.6
Gender				
Male	48	8.3	35.4	56.3
Female	51	9.8	35.3	54.9
Ethnicity				
American Indian or Alaska Native	0	—	—	—
Asian	33	6.1	39.4	54.5
Black or African American	22	13.6	27.3	59.1
Hispanic or Latino	0	—	—	—
Native Hawaiian or Other Pacific Islander	0	—	—	—
Two or More Races	22	4.5	40.9	54.5
White	22	13.6	31.8	54.5
Additional Reporting Groups				
Economically Disadvantaged: Yes	18	16.7	50.0	33.3
Economically Disadvantaged: No	81	7.4	32.1	60.5
English Learner: Yes	5	0.0	20.0	80.0
English Learner: No	94	9.6	36.2	54.3
Former English Learner: Yes	8	0.0	25.0	75.0
Former English Learner: No	91	9.9	36.3	53.8
Foster Care: Yes	8	12.5	12.5	75.0
Foster Care: No	91	8.8	37.4	53.8
Homeless: Yes	13	7.7	38.5	53.8
Homeless: No	86	9.3	34.9	55.8
Migrant: Yes	7	0.0	42.9	57.1
Migrant: No	92	9.8	34.8	55.4
Military Connected: Yes	10	10.0	30.0	60.0
Military Connected: No	89	9.0	36.0	55.1
Students with Disabilities: Yes	10	0.0	40.0	60.0
Students with Disabilities: No	89	10.1	34.8	55.1
Accommodation				
Standard Accommodation - all students	13	7.7	30.8	61.5
Standard Accommodation - EL only	1	0.0	0.0	100

Date last modified: 08/05/2022

Demographic Subscore Report

This report helps schools to:

- compare strengths and weaknesses according to each aggregate group
- identify needs for academic program improvement or continuous improvement goals
- analyze summary performance on the science domains by demographic group
- analyze domain-level curricular alignment and impact by demographic group
- compare domain-level performance among demographic group

Demographic Subscore Report

Schools should not use this report to:

- make program-placement decisions for individual students unless required by law
- make day-to-day instructional decisions for individual students

Overall Subscore Performance Indicator Percentages Graphic – 2

A horizontal bar graph displays the percentages of students earning Below Standard, At/Near Standard, and Above Standard for all students in the selected student population, grade, and content area. The legend beneath the graph provides the definitions associated with each domain performance indicator.

Demographic Subgroup Subscore Performance Indicator Data Table – 3

Subscore performance data for each domain, including the subscore performance indicator- Below Standard, At/Near Standard, and Above Standard- are displayed for all students and for the reported demographic subgroups 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

- Accommodation
  - Standard Accommodation - all students
  - Standard Accommodation - EL only

Demographic Subgroup Subscore Performance Indicator Percentages Graphic – 4

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 graph of the performance indicator percentages will display under the overall performance indicator 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.

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. If PDF Download is selected prior to viewing the report, the resulting PDF will be generated according to the selected filters in the Report Navigation Menu.

School Demographic Report

Available for both M-STEP and SAT, the Demographic Report provides a comparison of students by grade and content, aggregated across selected demographic groups, showing the percentages proficient at each level (Advanced, Proficient, Partially Proficient, and Not Proficient). The Demographic Report is available at the school, district, and state levels.

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

All Students – the default

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

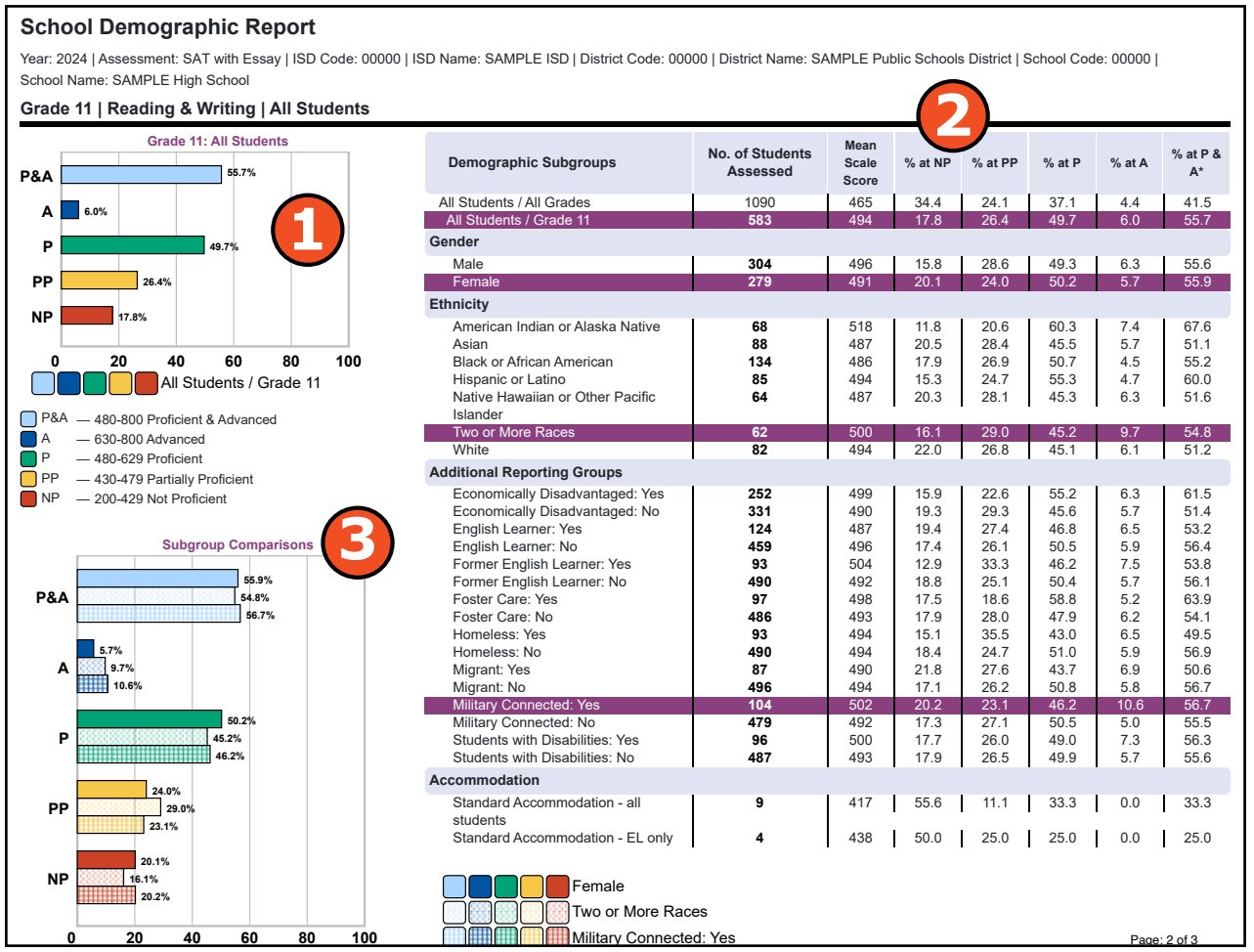
Students with Disabilities – students who are marked Special Education in MSDS at the time of testing

After the user selects a grade to view, all tested content for that grade is displayed sequentially in alphabetical order. The report is divided into three main sections:

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

Overall Performance Level Percentages Graphic – 1

For all students in the selected grade, student population, and displayed content, the percentages of Advanced, Proficient, Partially Proficient, and Not Proficient students are displayed in a horizontal bar graph. The legend beneath the graph provides the scale score ranges associated with each performance level.



School Demographic Report

Year: 2024 | Assessment: SAT with Essay | ISD Code: 00000 | ISD Name: SAMPLE ISD | District Code: 00000 | District Name: SAMPLE Public Schools District | School Code: 00000 | School Name: SAMPLE High School

Grade 11 | Reading & Writing | 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	1090	465	34.4	24.1	37.1	4.4	41.5
All Students / Grade 11	583	494	17.8	26.4	49.7	6.0	55.7
Gender							
Male	304	496	15.8	28.6	49.3	6.3	55.6
Female	279	491	20.1	24.0	50.2	5.7	55.9
Ethnicity							
American Indian or Alaska Native	68	518	11.8	20.6	60.3	7.4	67.6
Asian	88	487	20.5	28.4	45.5	5.7	51.1
Black or African American	134	486	17.9	26.9	50.7	4.5	55.2
Hispanic or Latino	85	494	15.3	24.7	55.3	4.7	60.0
Native Hawaiian or Other Pacific Islander	64	487	20.3	28.1	45.3	6.3	51.6
Two or More Races	62	500	16.1	29.0	45.2	9.7	54.8
White	82	494	22.0	26.8	45.1	6.1	51.2
Additional Reporting Groups							
Economically Disadvantaged: Yes	252	499	15.9	22.6	55.2	6.3	61.5
Economically Disadvantaged: No	331	490	19.3	29.3	45.6	5.7	51.4
English Learner: Yes	124	487	19.4	27.4	46.8	6.5	53.2
English Learner: No	459	496	17.4	26.1	50.5	5.9	56.4
Former English Learner: Yes	93	504	12.9	33.3	46.2	7.5	53.8
Former English Learner: No	490	492	18.8	25.1	50.4	5.7	56.1
Foster Care: Yes	97	498	17.5	18.6	58.8	5.2	63.9
Foster Care: No	486	493	17.9	28.0	47.9	6.2	54.1
Homeless: Yes	93	494	15.1	35.5	43.0	6.5	49.5
Homeless: No	490	494	18.4	24.7	51.0	5.9	56.9
Migrant: Yes	87	490	21.8	27.6	43.7	6.9	50.6
Migrant: No	496	494	17.1	26.2	50.8	5.8	56.7
Military Connected: Yes	104	502	20.2	23.1	46.2	10.6	56.7
Military Connected: No	479	492	17.3	27.1	50.5	5.0	55.5
Students with Disabilities: Yes	96	500	17.7	26.0	49.0	7.3	56.3
Students with Disabilities: No	487	493	17.9	26.5	49.9	5.7	55.6
Accommodation							
Standard Accommodation - all students	9	417	55.6	11.1	33.3	0.0	33.3
Standard Accommodation - EL only	4	438	50.0	25.0	25.0	0.0	25.0

Page: 2 of 3

Demographic Subgroup Performance Level Data Table – 2

Performance level data, including the number of students assessed, mean scale score, and percentages of students in each performance level – advanced, proficient, partially proficient, not proficient – as well as advanced and proficient combined, are displayed for all students in all grades, for all students in the reported grade, and for the reported demographic subgroups in a table. The demographic subgroups reported are:

- Gender
  - Male
  - Female
- Ethnicity
  - American Indian or Alaska Native
  - Asian
  - Black or African American
  - Hispanic or Latino
  - Native Hawaiian or Other Pacific Islander
  - Two or More Races
  - White
- Additional Reporting Groups
  - Economically Disadvantaged: Yes
  - Economically Disadvantaged: No
  - English 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
- Students with Disabilities
  - Standard Accommodation—all students
  - Standard Accommodation—EL only

Demographic Report

This report helps schools to:

- compare school, district, and state results to identify performance by aggregate group
- 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 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 should not use this report to:

- make program-placement decisions for individual students unless required by law
- make day-to-day instructional decisions for individual students

Subgroup Performance Level Percentages Graphic – 3

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 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.

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.

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."

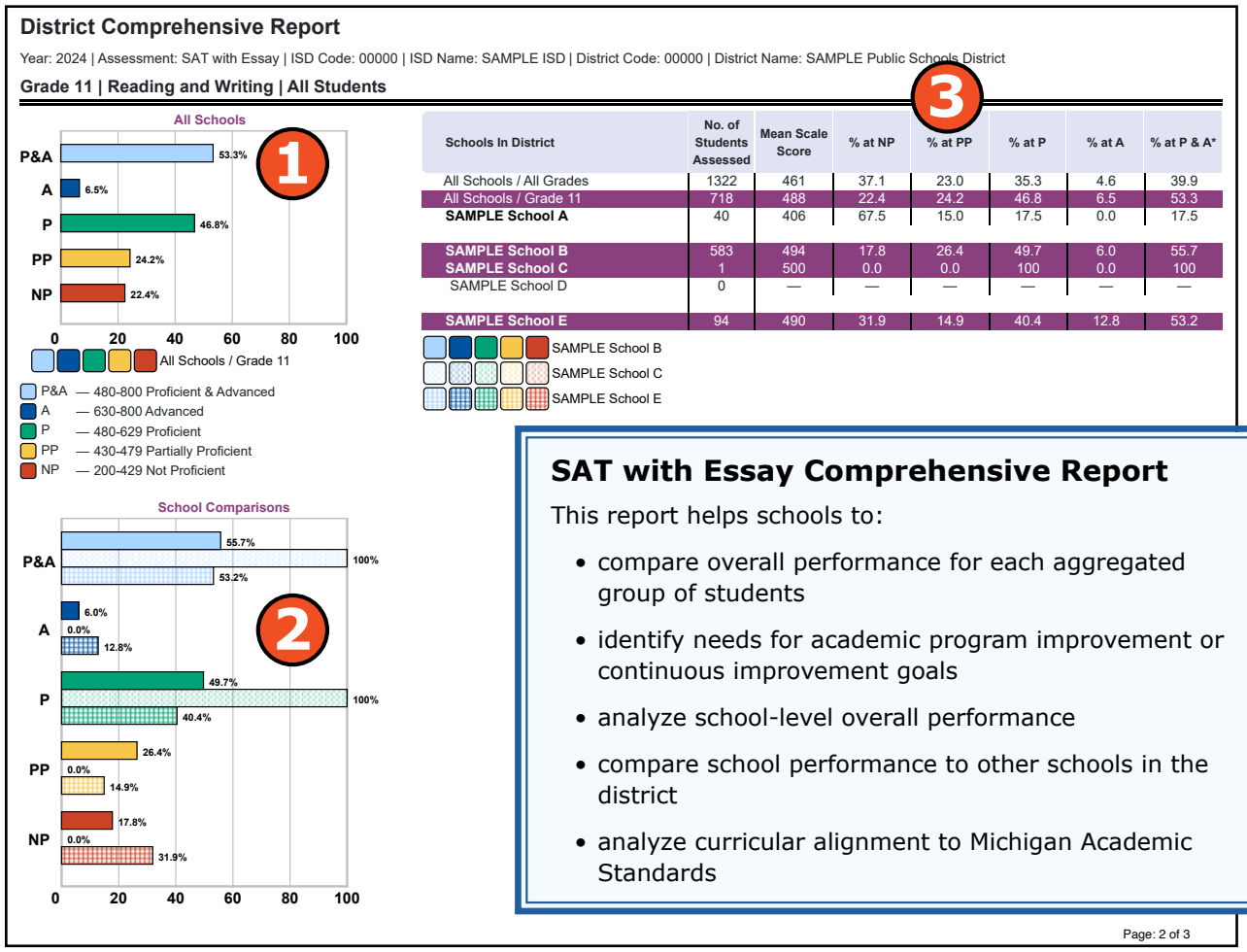
The Drill-Down feature is not available on the State or District level Demographic Reports.

District Comprehensive Report

Available for both M-STEP and the SAT with Essay, the District 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 report is divided into three main sections:

1. Overall Performance Level Percentages Graphic
2. Subgroup Performance Level Percentages Graphic
3. Entity Performance Level Data Table



District Comprehensive Report

Year: 2024 | Assessment: SAT with Essay | ISD Code: 00000 | ISD Name: SAMPLE ISD | District Code: 00000 | District Name: SAMPLE Public Schools District

Grade 11 | Reading and Writing | All Students

All Schools

School Comparisons

Schools In District	No. of Students Assessed	Mean Scale Score	% at NP	% at PP	% at P	% at A	% at P & A*
All Schools / All Grades	1322	461	37.1	23.0	35.3	4.6	39.9
All Schools / Grade 11	718	488	22.4	24.2	46.8	6.5	53.3
SAMPLE School A	40	406	67.5	15.0	17.5	0.0	17.5
SAMPLE School B	583	494	17.8	26.4	49.7	6.0	55.7
SAMPLE School C	1	500	0.0	0.0	100	0.0	100
SAMPLE School D	0	—	—	—	—	—	—
SAMPLE School E	94	490	31.9	14.9	40.4	12.8	53.2

Page: 2 of 3

SAT with Essay Comprehensive Report

This report helps schools to:

- compare overall performance for each aggregated group of students
- identify needs for academic program improvement or continuous improvement goals
- analyze school-level overall performance
- compare school performance to other schools in the district
- analyze curricular alignment to Michigan Academic Standards

SAT with Essay Comprehensive Report

Schools should not use this report to:

- make program-placement decisions for individual students unless required by law
- make day-to-day instructional decisions for individual students

Overall Performance Level Percentages Graphic – 1

For all students with valid test scores in the selected grade, student population, and displayed content, the percentages of not proficient, partially proficient, proficient, advanced, and students who are proficient and advanced combined are displayed in a horizontal bar graph. The legend beneath the graph provides the scale score ranges associated with each performance level.

Users can select All Schools/All Grades to view student performance in the content area across schools and grades.

School Performance Level Percentages Graphic – 2

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. The performance of a school within a district may be compared to the performance of other schools within the same district.

Entity Performance Level Data Table – 3

Performance level data are displayed for all schools in the district in the grade assessed as well as for all schools/all grades for the content area, 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.

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.

Drill-Down

Drill-down features of reports are detailed in the Dynamic Score Reporting Site User Guide (https://www.michigan.gov/mde/-/media/Project/Websites/mde/OEAA/General/Dynamic-Score-Reporting-Site-User-Guide.pdf)

The 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 that displays "District Comprehensive Report > School Demographic Report." Each report name in the breadcrumb is an active link. To return to the District Comprehensive Report, the user selects "District Comprehensive Report."

OEAA Secure Site Data Files

Data files are available for download by authorized school and district users under the Student Test Scores tab on the OEAA Secure Site (www.michigan.gov/oeaa-secure).

Student Data Files are available for the M-STEP, SAT with Essay, and ACT WorkKeys assessments.

Aggregate Data Files are available for the M-STEP and SAT with Essay assessments.

Student Data File

The Student Data File contains detailed individual student data in a Microsoft Excel file. This 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 Homeschooleded information

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

Student Performance Data – includes student scale score, student growth score, growth target, growth target time frame, raw score data for social studies, and claim performance indicators for ELA and mathematics

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 for other data-based decision-making purposes.

SAT with Essay Student Roster (CSV) File Format

The download file containing SAT with Essay data is a Comma Delimited File (CSV) with the following fields in order:

SAT with Essay Student Roster (CSV) File Layout

Column	Field Name	Description	Field Type (Length)
A	TestCycle	Spring 24 SAT with Essay	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 • EL= ELA • MA=Math	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 • F = Female • M = Male	varchar(1)
T	Ethnicity	Student 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	varchar(50)
U	EconDisadv	Economically Disadvantaged • Yes • No	varchar(3)
V	EnglishLearner	English Learner • Yes • No	varchar(3)

1

Aggregate Data File

The Aggregate Data File contains student performance data. 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_SAT with Essay Demographic Downloadable (CSV) File Format

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

PSAT 8/9 for Grade 8, SAT with Essay Demographic Report (CSV) File Format			
Column	**Field Name**	**Description**	**Field Type (Length)**
A	TestCycle	Spring 20XX Test Administration of SAT with Essay	varchar(60)
B	ISDCode	ISD Code	char(5)
C	ISDName	ISD Name or Statewide	varchar(50)
D	DistrictCode	District Code	char(5)
E	DistrictName	District Name or All Districts	varchar(50)
F	SchoolCode	School Code	char(5)
G	SchoolName	School Name or All Buildings	varchar(50)
H	Assessment	PSAT 8/9 for Grade 8 or SAT with Essay	varchar (14)
I	Grade	Tested Grade or all Grades	int(2)
J	ContentArea	Content Area • EL = ELA • MA = Math	varchar(2)
K	StudentPopulation	Student Population • All = All Students • AED = All Except SWD • SWD = Students with Disabilities	varchar(3)
L	DemographicGroup	Demographic Groups • All Students/All Grades • All Students/Grade X • Gender • Ethnicity • Economically Disadvantaged • English Learner • Former English Learner • Foster Care • Homeless • Migrant • Military Connected • Students with Disabilities • Standard Accommodation	varchar(30)

M	DemographicSubGroup	For each Demographic Group, the following subgroups are reported:
		• Gender:
		  ○ Male
		  ○ Female
		• Ethnicity:
		  ○ American Indian or Alaska Native
		  ○ Asian
			varchar(50)

Section 7: Additional Resources

Additional Sources of Assessment Results

MI School Data

MI School Data (www.michigan.gov/mischooldata) is an online portal that provides views of Michigan education data to help in making informed educational decisions, to help improve instruction, and to enable school systems to prepare a higher percentage of students to succeed in rigorous high school courses, college, and challenging careers.

MiLearn

The Michigan Linked Educational Assessment Reporting Network (MiLearn) is a Michigan Department of Education service that delivers state assessment data electronically to students, parents, and educators 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 its 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.

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 multiple year's worth of data for M-STEP, WIDA, MI-Access, Early Literature and Mathematics Benchmark Assessments, SAT with Essay, PSAT 8/9, PSAT 10, and ACT results. For more information on MiLearn, contact John Price at PriceJ2@michigan.gov.

SAT Information:

- College Board website (www.collegeboard.org)

  The following resources are located on the College Board website:

  – Understanding SAT Scores (https://satsuite.collegeboard.org/sat/scores/understanding-scores)
- MME web page (www.michigan.gov/mme)

M-STEP Information

- M-STEP Web page (www.michigan.gov/mstep)
- Interpretive Guide to M-STEP Reports (https://www.michigan.gov/mde/-/media/Project/Websites/mde/OEAA/M-STEP/Interpretive_Guide_to_M-STEP_Reports).

WorkKeys Information

- ACT website (https://www.act.org/)

  – Benefits
  – Assessments
  – Scores
  – Validity Evidence Report

  The following resources are located on the ACT website:

  – Understanding Scores web page
  – How the ACT WorkKeys Assessments can work for you
  – ACT WorkKeys Michigan web page
  – ACT WorkKeys Career Assessments

General Resources

General additional resources are available on the MME web page (www.michigan.gov/mme). Links are provided to the following:

- SAT Suites, Manuals, Handbooks, and Guides (https://www.michigan.gov/mde/services/student-assessment/michigan-merit-examination-mme/sat-suite-manuals-handbooks-and-guides)
- ACT Testing – Michigan website (https://www.act.org/content/act/en/products-and-services/state-and-district-solutions/michigan.html)
- M-STEP web page (www.michigan.gov/mstep)
- Assessment Calendars web page (https://www.michigan.gov/mde/services/student-assessment/assessment-calendars)
- Guide to State Assessments (https://www.michigan.gov/-/media/Project/Websites/mde/OEAA/General/Guide_to_State_Assessments.pdf)

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

Also, be sure to sign up for the OEAA Spotlight on Student Assessment and Accountablity Newsletter (www.michigan.gov/mde/services/student-assessment/spotlight-newsletter) for weekly up-to-date information about statewide summative assessments.

Section 8: Contact Information

School administrators, teachers, and counselors should become familiar with the report layouts and information contained in this document. If you have questions after reviewing this Guide to Reports, or if you need additional information about MME administration procedures, content, scheduling, 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, using the contact information listed below:

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

Fax: 517-335-1186

Website: www.michigan.gov/mme

E-mail: OEAA@michigan.gov

Office of Educational Assessment and Accountability

Andrew Middlestead, Director, OEAA

Kate Cermak, Manager, Test Administration and Reporting

John Jaquith, Manager, Test Development

Jessica Fenby, State Assessment Integrity and Security Administrator

Steve Reed, Ed.D., MME Test Administration and Reporting Consultant

Phoebe Gohs, M-STEP Test Administration and Reporting Consultant

Dan Evans, MI-Access Test Administration and Reporting Consultant

Nichole Mosser, ELA Consultant

Kyle Ward, Mathematics Consultant

TBD, Social Studies Consultant

Jill Scheurer, Science Consultant

Jennifer Paul, Ph.D., English Learner and Accessibility Assessment Specialist

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

Section 9: Glossary

- **Benchmark Score:** The SAT benchmark scores are indicators displayed on the student's SAT Score Report provided by the College Board. Students meeting the SAT benchmark are on track for college readiness. SAT benchmarks apply to both Mathematics and to Reading and Writing. The College Board SAT benchmarks and the MDE proficient cut scores shown on this report are the same.
- **Disciplines:** 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):** Growth Scores (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 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) This is the amount of growth necessary for the student to reach or to maintain proficiency within a set time frame. Percentiles range from 1 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:** the amount of time the growth target (AGP) model expects the student to take to reach or to maintain proficiency. Time Frames range from one to three and indicate how many years it would take for the student to achieve proficiency if he or she meets the Growth Target Score.
- **Interquartile Range:** This graphic "box" in the Science Summary Report represents 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:** This is 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.

Glossary

- **Item:** This is a test question or stimulus presented to a student to elicit a response.
- **Lower quartile:** In the Science Summary report, 25 percent of all scores in the aggregate group fall below the lower quartile.
- **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.
- **Mean:** This is the average raw score percentage of points earned for the aggregate group.
- **Median:** The median is the middle quartile (50 percent) and marks the midpoint of the data displayed for the aggregate group.
- **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.
- **QR Code:** (Quick Response Code) is a machine-scannable image that can be read using a Smartphone camera. When a smartphone scans the image, it translates the information into something that can be understood by humans.
- **Raw Score:** These 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, allowing scores to be compared across different forms of the test.
- **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 was to be measured repeatedly with parallel assessments.
- **Subscore:** A subtest is a portion of the total test, and the score of a subtest is called a subscore. Subscores cannot be combined to directly generate the overall scale score.
- **Upper quartile:** On the Science Summary Report, 75 percent of all scores in the aggregate group fall below the upper quartile.
- **Whiskers:** On a graph of test results, the upper and lower whisker markings represent scores outside of the interquartile range. Scores in the upper "whisker" represent quartile four – that is scores observed in the highest 25 percent of scores in the aggregate group. Scores in the lower "whisker" represent quartile one – scores observed in the lowest 25 percent of scores in the aggregate group.

mme
Michigan Merit Examination

Appendix: Accessing SAT with Essay and ACT WorkKeys Score Reports

SAT with Essay

Detailed SAT with Essay results are reported in the College Board reporting portal (https://k12reports.collegeboard.org/login) under two categories:

1. Student Score Reports
2. K-12 Educators

For students:

PSAT 10 and SAT with Essay testers can access their scores via the BigFuture School app if they signed up for the app during Exam Setup. Students aged 13 years or older can access their scores through their College Board accounts.

Students may access their SAT score reports through their College Board account. The student's test registration must be linked to their College Board account before the scores are accessible.

Link Your Account to Your Registration: If the student's SAT School Day registration does not appear, students will need to link their account to their registration.

To establish a match, the student will:

1. Log into their College Board account (https://prod.idp.collegeboard.org/).
2. Select the Matching Tool.
3. Follow the instructions on the screen.
4. Select one of the following options:

» I can supply my test information.

» I can supply my student ID (using the UIC)

For additional troubleshooting assistance with student scores, contact College Board's Student SAT Helpline at 866-870-3127 (option 2).

Note: It may take up to 24 hours for the scores to load into the account once it is linked.

For educators:

Reports for schools and educators are available on the College Board Reporting Portal. To access scores, educators must have a College Board Professional account and have been granted access to reporting by the school's Data Access Tool Manager.

Accessing the College Board Reporting Portal

Each district/school must have at least one Data Access Tool (DAT) Manager. This person is responsible for assigning access to educators within the school. The DAT Manager will assign a user role to each educator. The online reporting portal consists of two areas:

Report Center: Reporting tools allow educators to configure and run online reports, apply filters for data analysis, and print student reports.

Download Center: Data files are available to manage electronic score downloads.

To access the reporting portal:

a. Log in to your College Board professional account.

b. Look under Tools and Services and click K–12 Assessment Reporting.

If you don't see K–12 Assessment Reporting, you don't have access. To identify your school's access manager in order to request access:

a. Log in to your College Board professional account.

b. Scroll down to Add Additional Tools and Services → K–12 → K–12 Assessment Reporting → Request Access.

You should see the name and contact info of your access manager.

Note: Choosing Request Access from the portal dashboard does not notify your access manager. You still need to contact your access manager directly to request access.

ACT WorkKeys

The following reports are mailed to schools in July:

For students:

- **Individual Summary Score Report** – an examinee-level report containing the examinee's reportable scores (Level and Scale scores) and explanations of what the scores mean. The test coordinators will receive one paper report per examinee to be given to the examinee.
- **National Career Readiness Certificates** (NCRCs) – Students earning a certificate may print their own NCRC by creating an account at myworkkeys.act.org (www.myworkkeys.org).

For educators:

- **Summary Score Report** – an examinee-level report containing the examinee's reportable scores (Level and Scale scores) but without the explanations of what the scores mean. The test coordinator will receive one paper report per examinee to be retained by the school.
- **Roster Score Report** – a roster of examinees showing their scores and when they took the tests. The test coordinator will receive one paper report to be retained by the school.

Student Access to MyWorkKeys.com

Examinees can view their scores by creating and logging into their account at www.myworkkeys.com. In order to access scores, examinees will need to provide matching criteria when creating their account. The five matching criteria are:

- first name
- last name
- month of birth
- day of birth
- State Assigned Student ID Number (SASID).

The SASID will have to be provided by the school.

Note: The SASID is the same as the Unique Identification Code (UIC) that is assigned through the Michigan Student Data System (MSDS) for each student.