2018 M-STEP Reports

PHOEBE GOHS

M-STEP ADMINISTRATION AND REPORTING CONSULTANT

GOHSP@MICHIGAN.GOV

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Objectives

After this presentation, you will be able to:

- Identify the types of data offered in the Dynamic Score Reporting Site
- Discriminate between performance level scale scores and claim performance indicators
- Identify the student level M-STEP reports and understand their components
- Identify the aggregate level M-STEP reports and understand their components
- Discuss how to appropriately use the data provided in the Dynamic Score Reporting Site

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Types of Reporting Data

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Two Types of Data

Student-Level

- Individual data that reports student performance relative to Michigan's standards based on the individual student.
- Student level data reports the achievement of individual students.

Aggregate

- Aggregate data reports student performance relative to Michigan's standards based on defined groups of students: classroom data, grade level data, school data, district data, and state level data.
- Demographic data is aggregate data based on defined demographic groups.
- Aggregate data shows the performance of groups of students.

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M-STEP Reporting Levels

WHAT IS THE DIFFERENCE BETWEEN PERFORMANCE LEVEL AND CLAIM PERFORMANCE INDICATORS?

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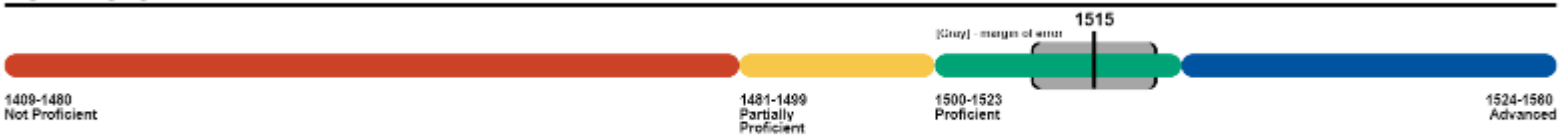
Performance Levels

Performance Levels show student performance on a content-area test as a whole.

Performance Level	Definition
Advanced	The student's performance exceeds academic content standards and indicates substantial understanding and application of key concepts defined for Michigan students. The student needs support to continue to excel.
Proficient	The student's performance indicates understanding and application of key academic content standards defined for Michigan students. The student needs continued support to maintain and improve proficiency.
Partially Proficient	The student's performance is 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.
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.

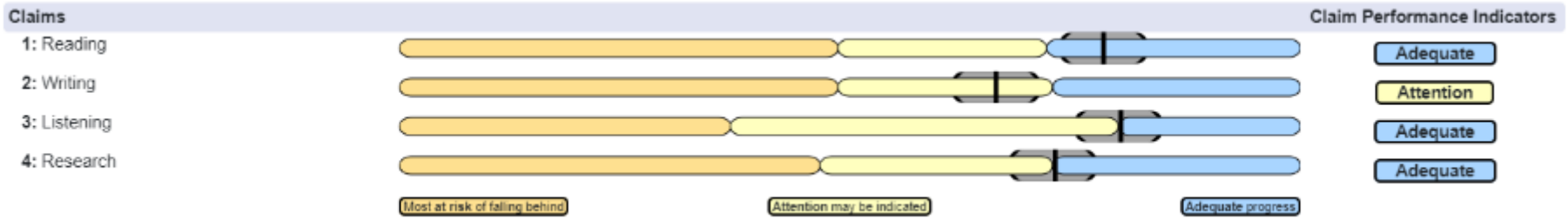
Performance Level

English Language Arts Overall Performance Level and Scale Score



Subject	Scale Score	Margin of Error	Performance Level	Student Growth Percentile
English Language Arts	1515	+6	Proficient	NA

Claim Performance Indicator Bar



Drill-Down Feature

Report	What to Click	Drill-Down Path
District Comprehensive Report	School Name	District Comprehensive Report → School Demographic Report → Student Roster Report → Individual Student Report
School Demographic Report	Number in the Number of Students Assessed Column	School Demographic Report → Student Roster Report → Individual Student Report
Student Roster Report	Student Name	Student Roster Report → Individual Student Report

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Drill-Down Navigation

M-STEP Reports

REPORTS AVAILABLE IN THE DYNAMIC SCORE REPORTING SITE

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Aggregate Data Reports

Report	Description
Comprehensive Report	Provides comparisons of student achievement by grade and content among schools within a district or districts within an ISD.
Demographic Report	Provides comparison of student achievement by grade and content, aggregated across selected demographic groups.
Target Analysis Report	Provides relative strength and weakness information on target level performance for English language arts and mathematics.
Expectation Analysis	Aggregates the numbers of students in each quartile of points earned out of points possible by content expectation in social studies.
Science Field Test District Summary Report	Provides average percentages of points earned by overall content area and by domain by district, ISD and state.

Note about 2018 Science Field Test

The 2018 M-STEP science test was a field test.

Individual student performance is not reported for the field test.

Only district and state level aggregate raw score data will be available for the field test data.

The only report that contains any science data is the Science Field Test Summary Report.

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Student Level Data Reports

Report	Description
Student Record Labels	Provides summary student level achievement data for all content areas.
Individual Student Report	Separated by content area, provides detailed individual student achievement data by content area. Includes scale score and performance level and subscore or claim/discipline data.
Parent Report	Summarizes individual student achievement in each content area.
Student Roster	Provides detailed information about student achievement for groups of students and student level achievement data.
Student Overview	Summarized student achievement for each content area. Includes scale score, performance level and claim or discipline information.

Aggregate Level Reports

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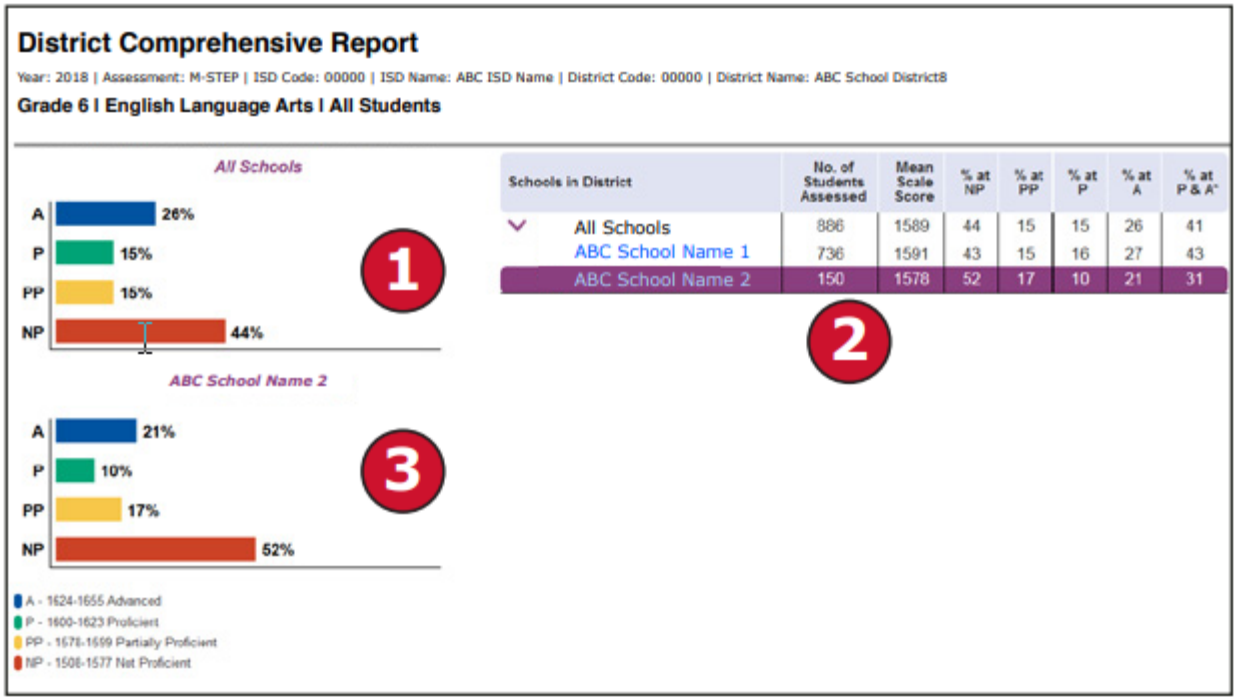
Comprehensive Report



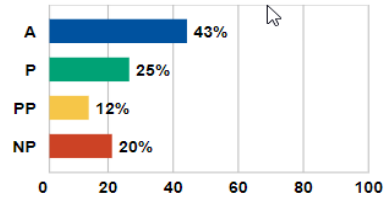
Demographic Report

School Demographic Report

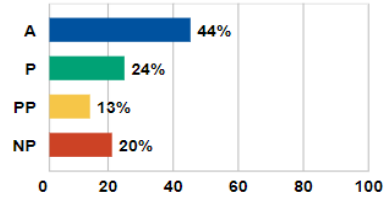
Year: 2018 | Assessment: M-STEP | ISD Code: 82000 | ISD Name: Wayne RESA | District Code: 82015 | District Name: Detroit Public Schools Community District | School Code: 03558 | School Name: Spain Elementary-Middle School

Grade 06 | English Language Arts | All Students

Grade 06: All Students



Economically Disadvantaged: Yes



A - 1624-1655 Advanced
P - 1600-1623 Proficient
PP - 1578-1599 Partially Proficient
NP - 1508-1577 Not Proficient

Demographic Subgroups	No. of Students Assessed	Mean Scale Score	% at NP	% at PP	% at P	% at A	% at P & A*
All	511	1612	20	12	25	43	68
Gender							
Male	263	1612	19	13	24	44	68
Female	248	1612	20	12	26	42	68
Ethnicity							
American Indian or Alaska Native	82	1610	20	13	24	43	67
Asian	67	1607	30	12	16	42	58
Black or African American	62	1612	11	18	37	34	71
Hispanic or Latino	80	1609	24	9	25	43	68
Native Hawaiian or Other Pacific Islander	79	1616	14	11	27	48	75
Two or More Races	82	1613	16	12	31	42	72
White	59	1615	24	12	14	51	64
Additional Reporting Groups							
Economically Disadvantaged: Yes	260	1612	20	13	24	44	68
Economically Disadvantaged: No	251	1611	20	12	27	42	69
English Learner: Yes	187	1612	23	10	22	46	67
English Learner: No	324	1612	18	14	27	42	69
Former English Learner: Yes	178	1614	19	9	26	46	73
Former English Learner: No	333	1611	20	14	24	41	66
Homeless: Yes	243	1612	21	9	27	43	70
Homeless: No	268	1612	18	15	23	43	66
Migrant: Yes	241	1611	19	14	27	41	68
Migrant: No	270	1612	20	11	23	45	69
Students with Disabilities: Yes	244	1614	18	11	24	48	71
Students with Disabilities: No	267	1610	21	14	26	39	65
Accommodation							
Standard Accommodation - all students	51	1609	26	14	16	45	61
Nonstandard Accommodation - all students	51						
Standard Accommodation - EL only	24	1594	38	13	21	29	50
Nonstandard Accommodation - EL only	12						

< No summary scores provided if less than 10 students.
* Value may not equal the exact sum of Proficient and Advanced due to rounding.

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Target Analysis Report

State Target Analysis Report

Year: 2018 | Assessment: M-STEP

Grade 05 | English Language Arts | All Students

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

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

Number of Students Assessed	658

Claim 1: Reading	
Target 1: Given an inference or conclusion, use explicit details from a literary text.	✱
Target 2: Identify or summarize central ideas/key events in a literary text.	▲
Target 3: Determine word meaning based on context, relationships, structure, or use of resources.	▽
Target 4: Make an inference/provide a conclusion and use evidence to explain inferences from a literary text.	○
Target 5: Examine or compare relationships within or across literary texts.	▽
Target 6: Analyze literary text structures, features, or formats and their impact on meaning or presentation.	✱
Target 7: Interpret fig. language/literary devices/connotative meaning and their impact on meaning or tone.	▽

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Expectation Analysis Report

State Expectation Analysis Report

Year: 2018 | Assessment: M-STEP

Grade 08 | Social Studies | All Students

Discipline H Expectations	History	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
7H1.1.02	Compare different calendar systems	989	55.9	436	0	0	553
6H1.2.01	Explain how historians use a variety of sources	989	4.4	945	0	0	44
6H1.2.02	Read a historical passage/identify factual knowledge	55	36.4	35	0	0	20
7H1.2.06	Identify the role of the individual in history	55	36.4	35	0	0	20
6H1.4.01	Describe cultural institutions: study an era/region	55	36.4	35	0	0	20
7W1.1.01	Explain human communities: Eastern Hemisphere	55	85.5	8	0	0	47
7W1.1.02	Explain Paleolithic/Neolithic: Africa/Western Europe/Asia	989	23.5	757	0	0	232
6W1.2.02	Describe natural environment: agricultural settlements	1044	87.1	135	0	0	909
6W1.2.03	Explain the impact of the Agricultural Revolution	55	83.6	9	0	0	46
7W1.2.01	Describe natural environment: agricultural settlements	989	51.6	479	0	0	510
7W1.2.03	Compare two early civilizations: Eastern Hemisphere	989	29.8	694	0	0	295
6W2.1.01	Explain how environment/agriculture in Western Hemisphere	55	76.4	13	0	0	42
6W2.1.02	Describe how agriculture led: agrarian civilizations	989	54.9	446	0	0	543
7W2.1.02	Use maps: locate river systems/early civilizations	55	49.1	28	0	0	27
7W2.1.04	Define concept of cultural diffusion	989	61.8	378	0	0	611
6W3.1.05	Construct timeline of early societies: Western Hemisphere	989	66.4	332	0	0	657

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Science Field Test District Summary Report

Student Level Data Reports

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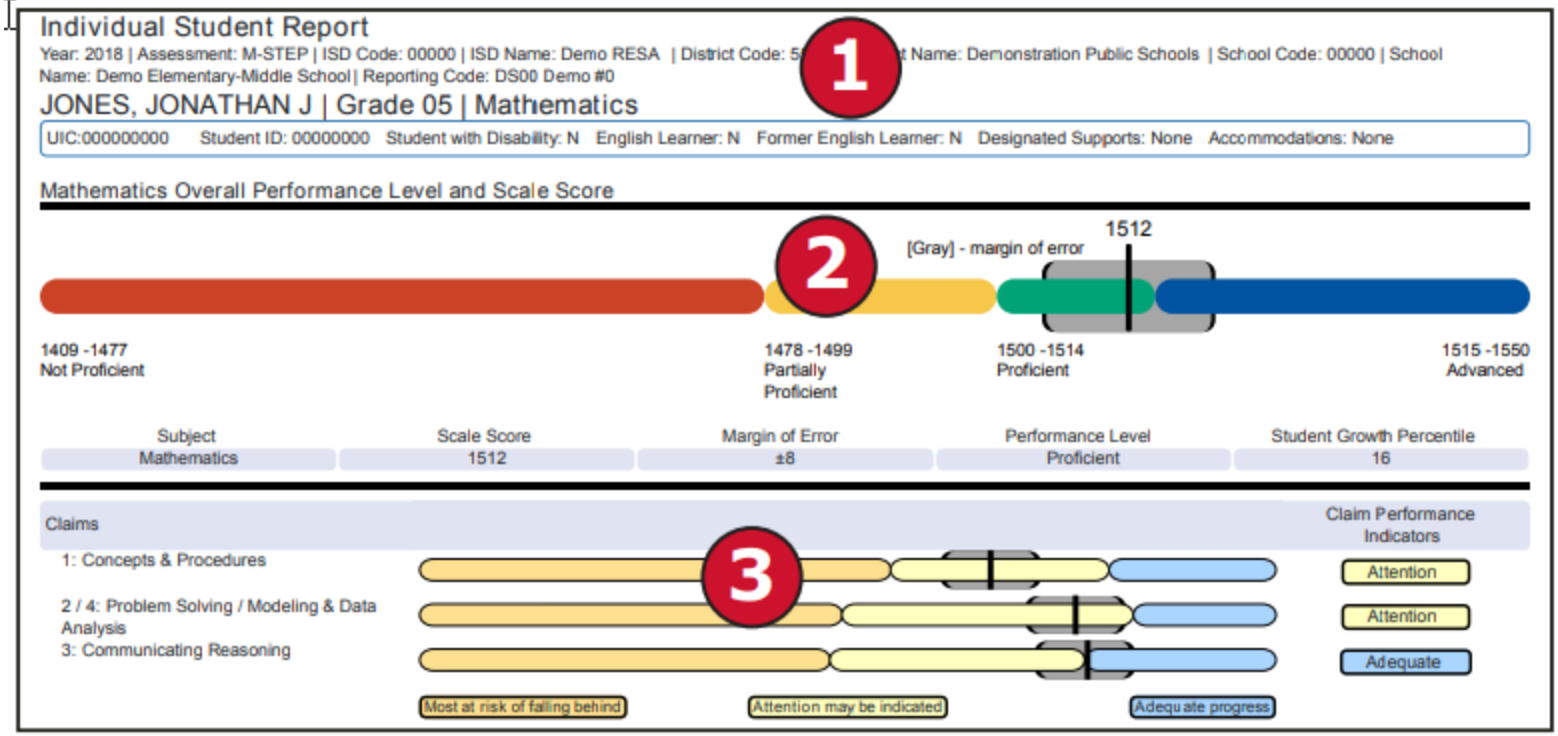
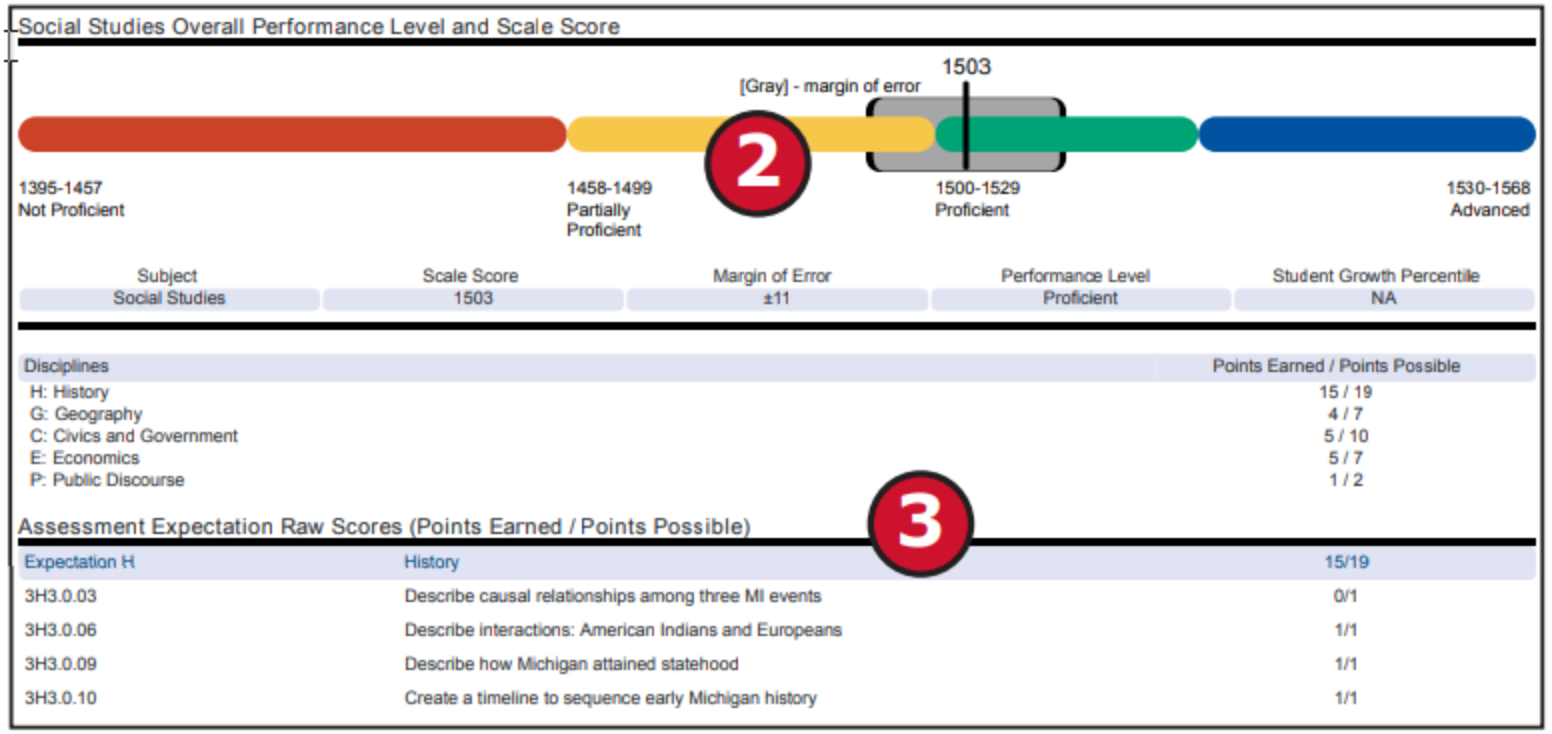
Individual Student Report - ELA



Individual Student Report – Social Studies



Social Studies Overall Performance Level and Scale Score

1503

[Gray] - margin of error

2

1395-1457
Not Proficient

1458-1499
Partially Proficient

1500-1529
Proficient

1530-1568
Advanced

Subject	Scale Score	Margin of Error	Performance Level	Student Growth Percentile
Social Studies	1503	±11	Proficient	NA

Disciplines	Points Earned / Points Possible
H: History	15 / 19
G: Geography	4 / 7
C: Civics and Government	5 / 10
E: Economics	5 / 7
P: Public Discourse	1 / 2

3

Assessment Expectation Raw Scores (Points Earned / Points Possible)

Expectation H	History	15/19
3H3.0.03	Describe causal relationships among three MI events	0/1
3H3.0.06	Describe interactions: American Indians and Europeans	1/1
3H3.0.09	Describe how Michigan attained statehood	1/1
3H3.0.10	Create a timeline to sequence early Michigan history	1/1

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Individual Student Report – Social Studies page 2

Assessment Expectation Raw Scores (Points Earned / Points Possible)

Expectations	History	14/19
3H3.0.05	Use text: how American Indians adapted to environment	1/1
3H3.0.06	Describe interactions: American Indians and Europeans	1/1
3H3.0.09	Describe how Michigan attained statehood	0/1
3H3.0.10	Create a timeline to sequence early Michigan history	0/1
4H3.0.02	Use primary/secondary to explain Michigan migration	1/1
4H3.0.03	How do natural resources/industries affect MI cities	0/1
4H3.0.05	Use visual data to compare past/present MI economy	1/1
5U1.1.01	Use maps to locate peoples in various US regions	1/1
5U1.2.02	Use case studies: compare goals of European explorers	1/1

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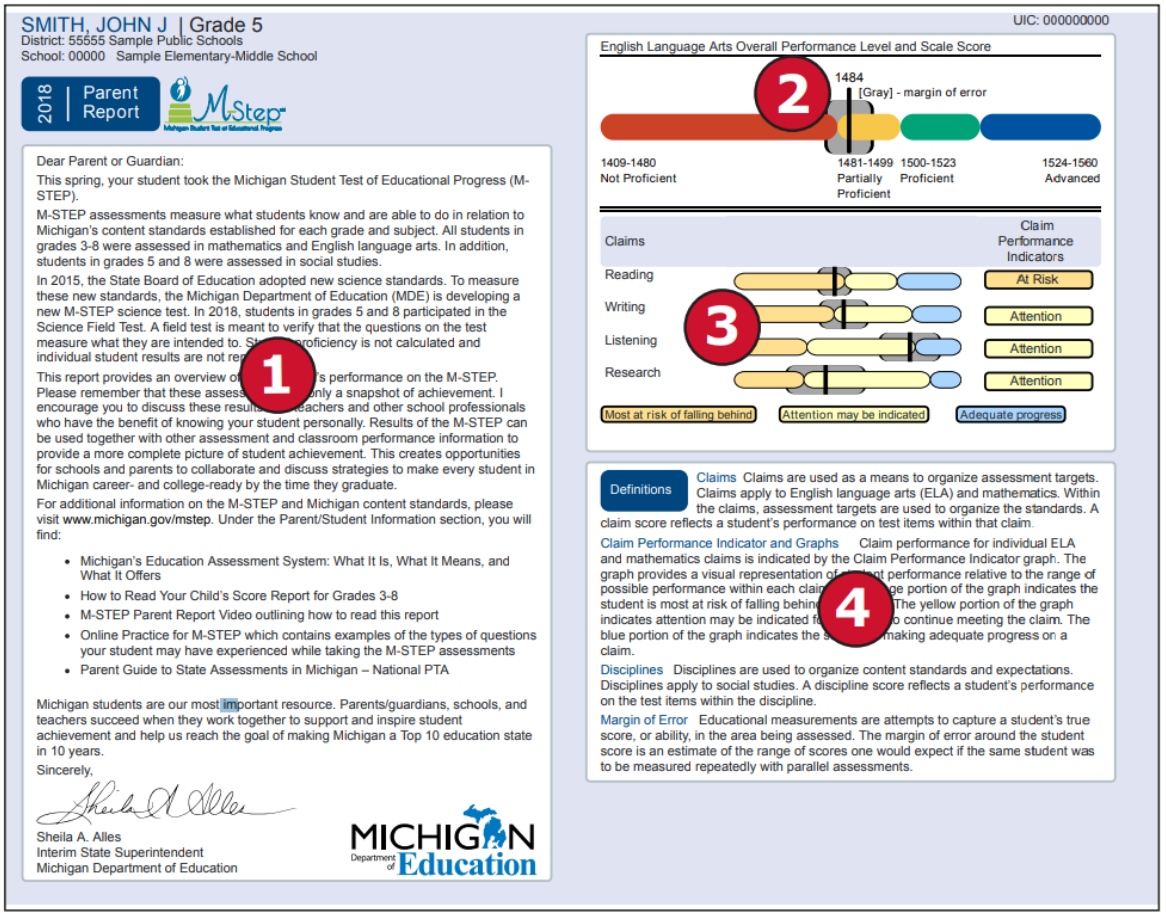
Parent Report



SMITH, JOHN J | Grade 5
District: 55555 Sample Public Schools
School: 00000 Sample Elementary-Middle School

UIC: 000000000

2018 | Parent Report

Dear Parent or Guardian:

This spring, your student took the Michigan Student Test of Educational Progress (M-STEP).

M-STEP assessments measure what students know and are able to do in relation to Michigan's content standards established for each grade and subject. All students in grades 3-8 were assessed in mathematics and English language arts. In addition, students in grades 5 and 8 were assessed in social studies.

In 2015, the State Board of Education adopted new science standards. To measure these new standards, the Michigan Department of Education (MDE) is developing a new M-STEP science test. In 2018, students in grades 5 and 8 participated in the Science Field Test. A field test is meant to verify that the questions on the test measure what they are intended to. St... proficiency is not calculated and individual student results are not re...

1

This report provides an overview of ...'s performance on the M-STEP. Please remember that these assess... only a snapshot of achievement. I encourage you to discuss these result... teachers and other school professionals who have the benefit of knowing your student personally. Results of the M-STEP can be used together with other assessment and classroom performance information to provide a more complete picture of student achievement. This creates opportunities for schools and parents to collaborate and discuss strategies to make every student in Michigan career- and college-ready by the time they graduate.

For additional information on the M-STEP and Michigan content standards, please visit www.michigan.gov/mstep. Under the Parent/Student Information section, you will find:

- Michigan's Education Assessment System: What It Is, What It Means, and What It Offers
- How to Read Your Child's Score Report for Grades 3-8
- M-STEP Parent Report Video outlining how to read this report
- Online Practice for M-STEP which contains examples of the types of questions your student may have experienced while taking the M-STEP assessments
- Parent Guide to State Assessments in Michigan – National PTA

Michigan students are our most important resource. Parents/guardians, schools, and teachers succeed when they work together to support and inspire student achievement and help us reach the goal of making Michigan a Top 10 education state in 10 years.

Sincerely,

Sheila A. Alles
Interim State Superintendent
Michigan Department of Education

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English Language Arts Overall Performance Level and Scale Score

2

1484
[Gray] - margin of error

1409-1480	1481-1499	1500-1523	1524-1560
Not Proficient	Partially Proficient	Proficient	Advanced

Claims	Claim Performance Indicators
Reading	At Risk
Writing	Attention
Listening	Attention
Research	Attention

3

Most at risk of falling behind | Attention may be indicated | Adequate progress

Definitions

Claims Claims are used as a means to organize assessment targets. Claims apply to English language arts (ELA) and mathematics. Within the claims, assessment targets are used to organize the standards. A claim score reflects a student's performance on test items within that claim.

Claim Performance Indicator and Graphs Claim performance for individual ELA and mathematics claims is indicated by the Claim Performance Indicator graph. The graph provides a visual representation of ...nt performance relative to the range of possible performance within each clai... ...e portion of the graph indicates the student is most at risk of falling behin... The yellow portion of the graph indicates attention may be indicated f... ...o continue meeting the claim. The blue portion of the graph indicates the s... making adequate progress on a claim.

4

Disciplines Disciplines are used to organize content standards and expectations. Disciplines apply to social studies. A discipline score reflects a student's performance on the test items within the discipline.

Margin of Error Educational measurements are attempts to capture a student's true score, or ability, in the area being assessed. The margin of error around the student score is an estimate of the range of scores one would expect if the same student was to be measured repeatedly with parallel assessments.

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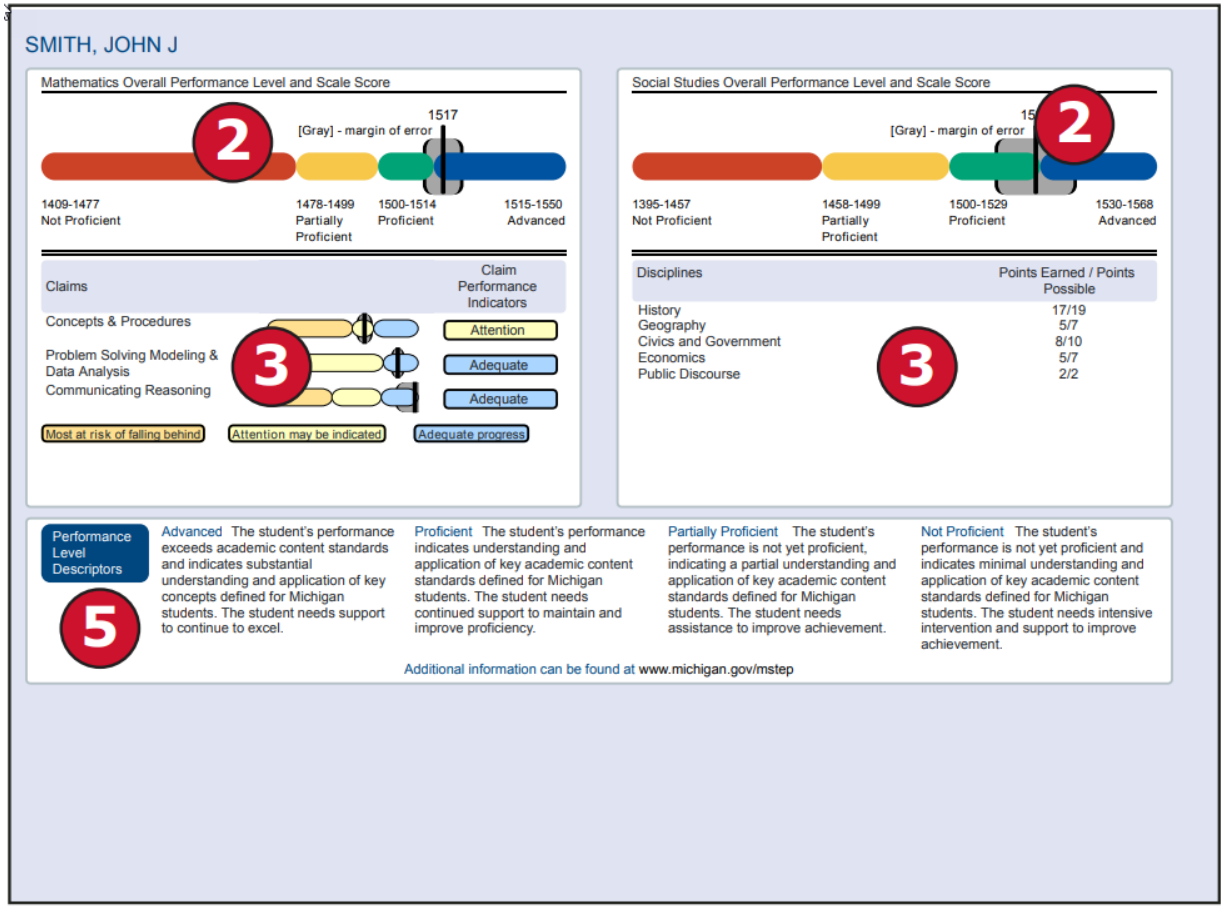
Parent Report



SMITH, JOHN J

Mathematics Overall Performance Level and Scale Score

2

1517

[Gray] - margin of error

1409-1477	1478-1499	1500-1514	1515-1550
Not Proficient	Partially Proficient	Proficient	Advanced

Claims	Claim Performance Indicators
Concepts & Procedures	Attention
Problem Solving Modeling & Data Analysis	Adequate
Communicating Reasoning	Adequate

3

Most at risk of falling behind | Attention may be indicated | Adequate progress

Social Studies Overall Performance Level and Scale Score

2

[Gray] - margin of error

1395-1457	1458-1499	1500-1529	1530-1568
Not Proficient	Partially Proficient	Proficient	Advanced

Disciplines	Points Earned / Points Possible
History	17/19
Geography	5/7
Civics and Government	8/10
Economics	5/7
Public Discourse	2/2

3

Performance Level Descriptors

5

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

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

Partially Proficient The student's performance is 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.

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.

Additional information can be found at www.michigan.gov/mstep

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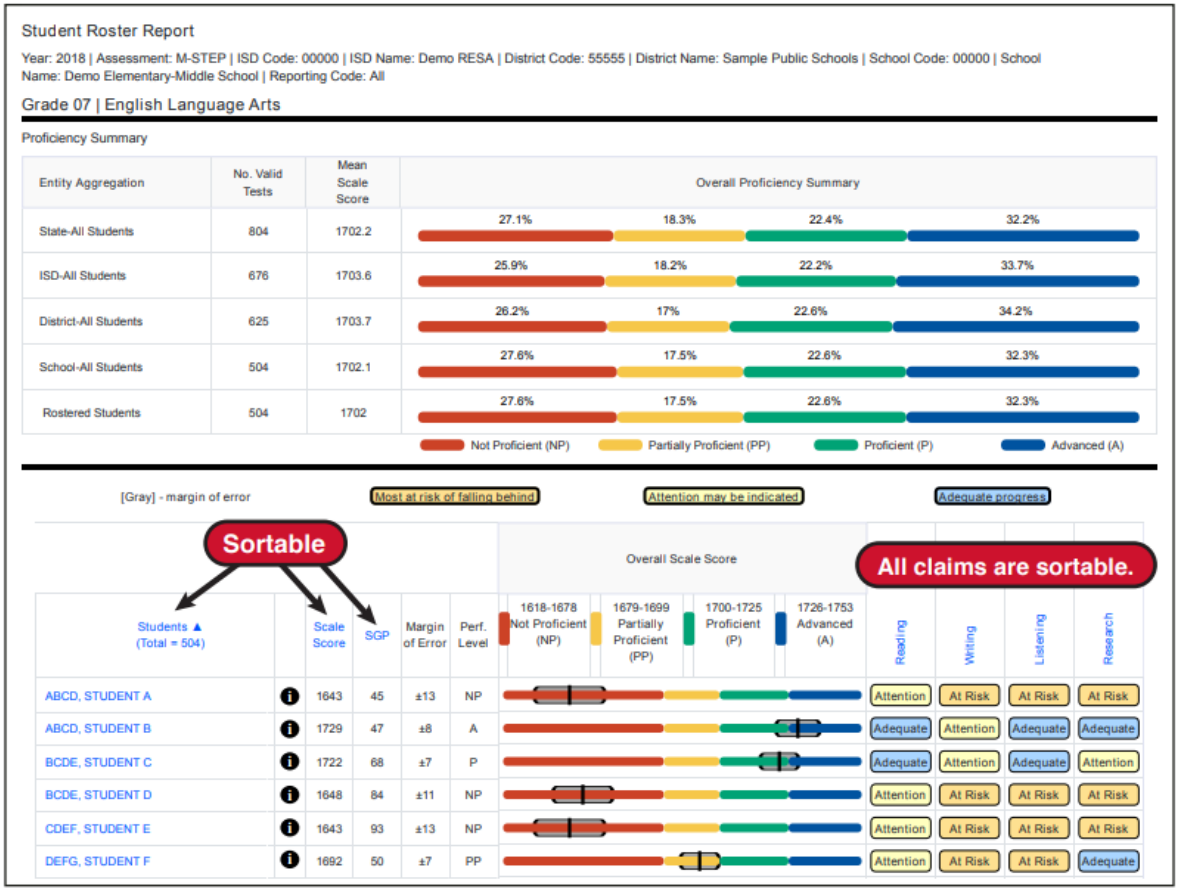
Student Roster



Student Roster Report

Year: 2018 | Assessment: M-STEP | ISD Code: 00000 | ISD Name: Demo RESA | District Code: 55555 | District Name: Sample Public Schools | School Code: 00000 | School Name: Demo Elementary-Middle School | Reporting Code: All

Grade 07 | English Language Arts

Proficiency Summary

Entity Aggregation	No. Valid Tests	Mean Scale Score	Overall Proficiency Summary
State-All Students	804	1702.2	27.1% 18.3% 22.4% 32.2%
ISD-All Students	676	1703.6	25.9% 18.2% 22.2% 33.7%
District-All Students	625	1703.7	26.2% 17% 22.6% 34.2%
School-All Students	504	1702.1	27.6% 17.5% 22.6% 32.3%
Rostered Students	504	1702	27.6% 17.5% 22.6% 32.3%

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

[Gray] - margin of error

Most at risk of falling behind

Attention may be indicated

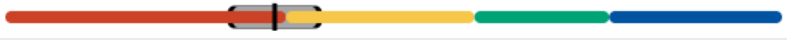
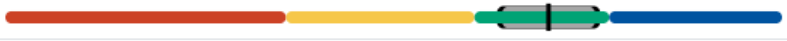
Adequate progress

Sortable

All claims are sortable.

Students ▲ (Total = 504)		Scale Score	SGP	Margin of Error	Perf. Level	Overall Scale Score: 1618-1678 Not Proficient (NP) / 1679-1699 Partially Proficient (PP) / 1700-1725 Proficient (P) / 1726-1753 Advanced (A)	Reading	Writing	Listening	Research
ABCD, STUDENT A	i	1643	45	±13	NP		Attention	At Risk	At Risk	At Risk
ABCD, STUDENT B	i	1729	47	±8	A		Adequate	Attention	Adequate	Adequate
BCDE, STUDENT C	i	1722	68	±7	P		Adequate	Attention	Adequate	Attention
BCDE, STUDENT D	i	1648	84	±11	NP		Attention	At Risk	At Risk	At Risk
CDEF, STUDENT E	i	1643	93	±13	NP		Attention	At Risk	At Risk	At Risk
DEFG, STUDENT F	i	1692	50	±7	PP		Attention	At Risk	At Risk	Adequate

Student Roster

1484	NA	±10	PP		12/19	4/7	5/10	3/7	1/2
1481	NA	±10	PP		13/19	3/7	5/10	2/7	1/2
1478	NA	±10	PP		9/19	4/7	7/10	3/7	0/2
1478	NA	±10	PP		10/19	1/7	8/10	4/7	0/2
1487	NA	±10	PP		10/19	5/7	7/10	3/7	1/2
1490	NA	±10	PP		10/19	4/7	8/10	4/7	1/2
1455	NA	±10	NP		6/19	2/7	4/10	3/7	0/2
1516	NA	±11	P		15/19	4/7	9/10	5/7	2/2

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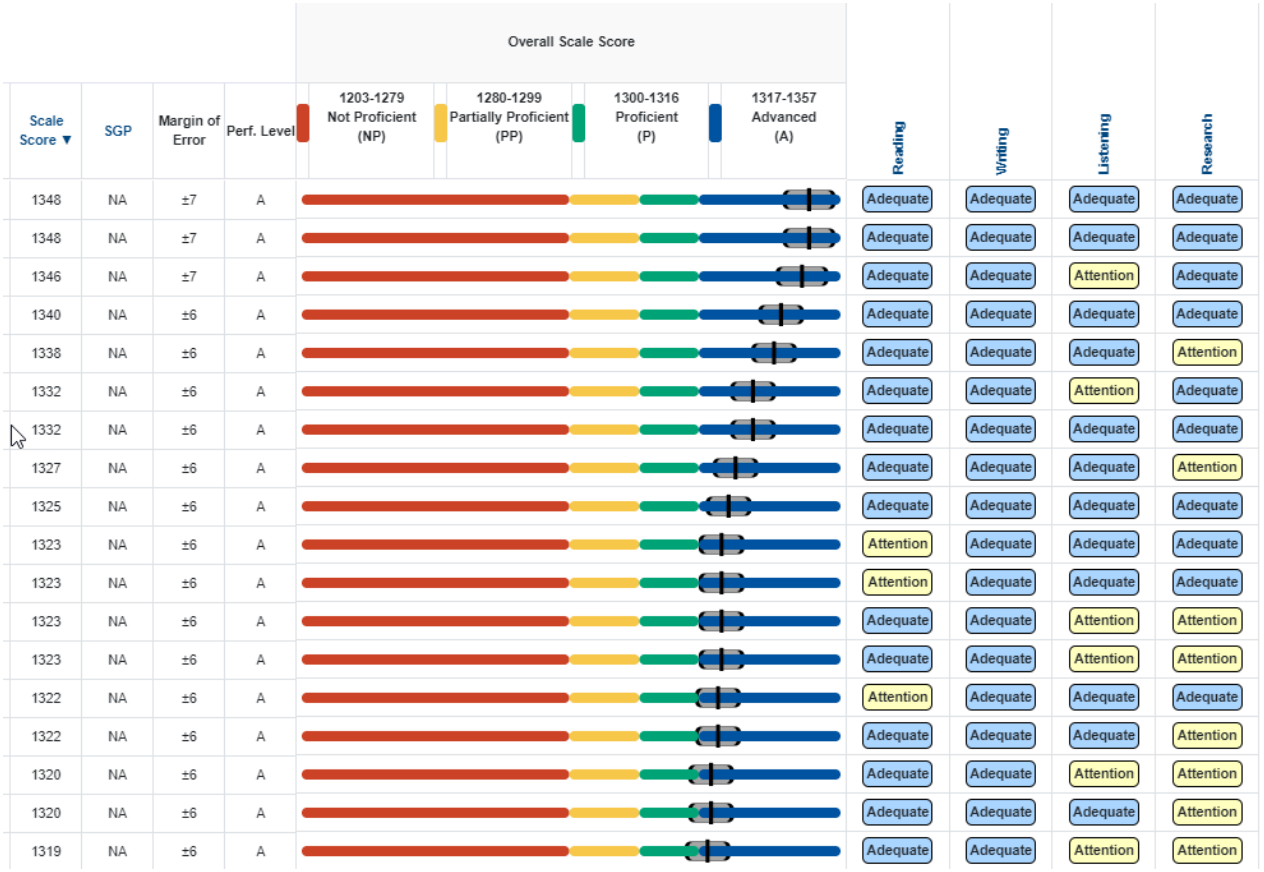
Student Roster



Scale Score ▼	SGP	Margin of Error	Perf. Level	Overall Scale Score: 1203-1279 Not Proficient (NP) / 1280-1299 Partially Proficient (PP) / 1300-1316 Proficient (P) / 1317-1357 Advanced (A)	Reading	Writing	Listening	Research
1348	NA	±7	A		Adequate	Adequate	Adequate	Adequate
1348	NA	±7	A		Adequate	Adequate	Adequate	Adequate
1346	NA	±7	A		Adequate	Adequate	Attention	Adequate
1340	NA	±6	A		Adequate	Adequate	Adequate	Adequate
1338	NA	±6	A		Adequate	Adequate	Adequate	Attention
1332	NA	±6	A		Adequate	Adequate	Attention	Adequate
1332	NA	±6	A		Adequate	Adequate	Adequate	Adequate
1327	NA	±6	A		Adequate	Adequate	Adequate	Attention
1325	NA	±6	A		Adequate	Adequate	Adequate	Adequate
1323	NA	±6	A		Attention	Adequate	Adequate	Adequate
1323	NA	±6	A		Attention	Adequate	Adequate	Adequate
1323	NA	±6	A		Adequate	Adequate	Attention	Attention
1323	NA	±6	A		Adequate	Adequate	Attention	Attention
1322	NA	±6	A		Attention	Adequate	Adequate	Adequate
1322	NA	±6	A		Adequate	Adequate	Adequate	Attention
1320	NA	±6	A		Adequate	Adequate	Attention	Attention
1320	NA	±6	A		Adequate	Adequate	Adequate	Attention
1319	NA	±6	A		Adequate	Adequate	Attention	Attention

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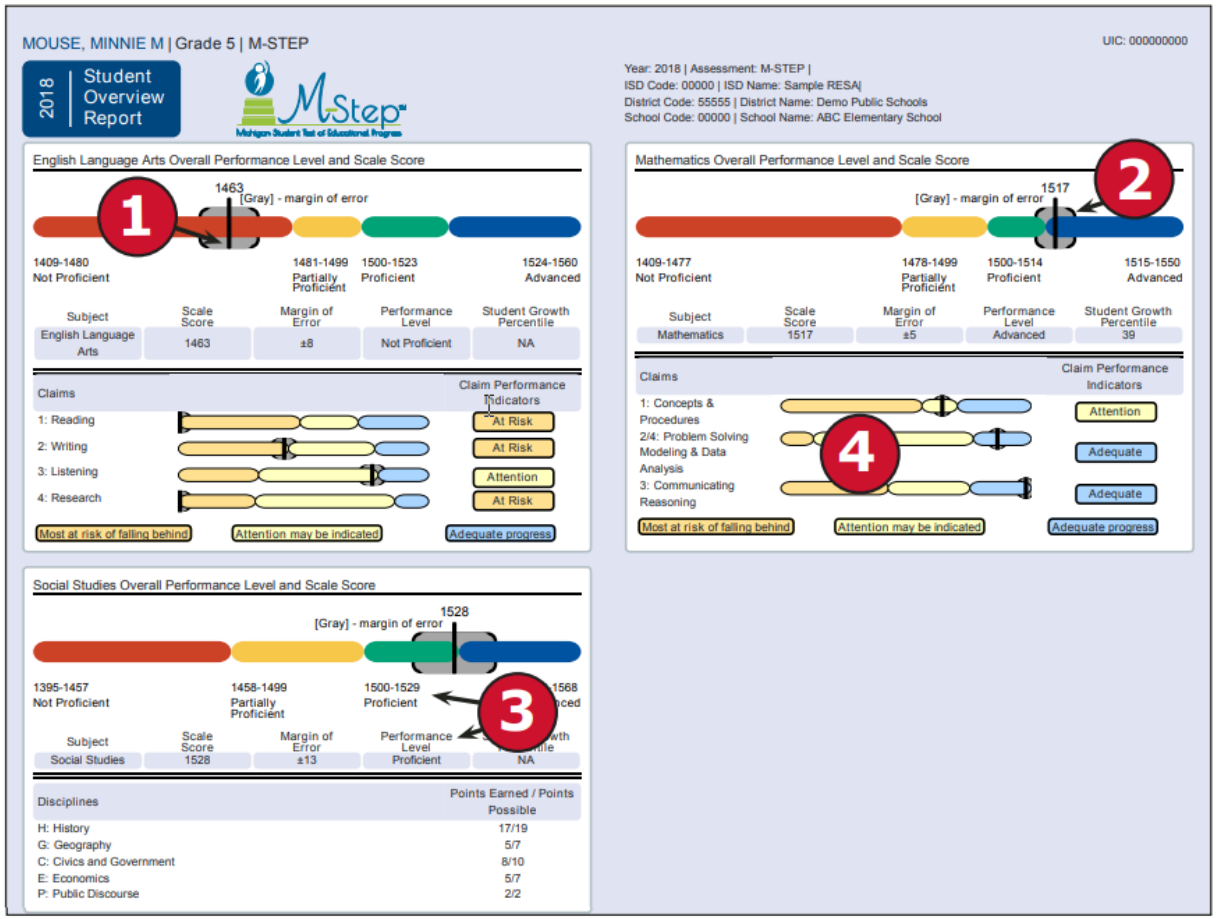
Student Overview



MOUSE, MINNIE M | Grade 5 | M-STEP

UIC: 000000000

2018 Student Overview Report

M-Step Michigan Student Test of Educational Progress

Year: 2018 | Assessment: M-STEP |
ISD Code: 00000 | ISD Name: Sample RESA|
District Code: 55555 | District Name: Demo Public Schools
School Code: 00000 | School Name: ABC Elementary School

English Language Arts Overall Performance Level and Scale Score

1463 [Gray] - margin of error

1

1409-1480 Not Proficient	1481-1499 Partially Proficient	1500-1523 Proficient	1524-1560 Advanced

Subject	Scale Score	Margin of Error	Performance Level	Student Growth Percentile
English Language Arts	1463	±8	Not Proficient	NA

Claims	Claim Performance Indicators
1: Reading	At Risk
2: Writing	At Risk
3: Listening	Attention
4: Research	At Risk

Most at risk of falling behind | Attention may be indicated | Adequate progress

Mathematics Overall Performance Level and Scale Score

1517 [Gray] - margin of error

2

1409-1477 Not Proficient	1478-1499 Partially Proficient	1500-1514 Proficient	1515-1550 Advanced

Subject	Scale Score	Margin of Error	Performance Level	Student Growth Percentile
Mathematics	1517	±5	Advanced	39

Claims	Claim Performance Indicators
1: Concepts & Procedures	Attention
2/4: Problem Solving Modeling & Data Analysis	Adequate
3: Communicating Reasoning	Adequate

4

Most at risk of falling behind | Attention may be indicated | Adequate progress

Social Studies Overall Performance Level and Scale Score

1528 [Gray] - margin of error

3

1395-1457 Not Proficient	1458-1499 Partially Proficient	1500-1529 Proficient	1568

Subject	Scale Score	Margin of Error	Performance Level	Student Growth Percentile
Social Studies	1528	±13	Proficient	NA

Disciplines	Points Earned / Points Possible
H: History	17/19
G: Geography	5/7
C: Civics and Government	8/10
E: Economics	5/7
P: Public Discourse	2/2

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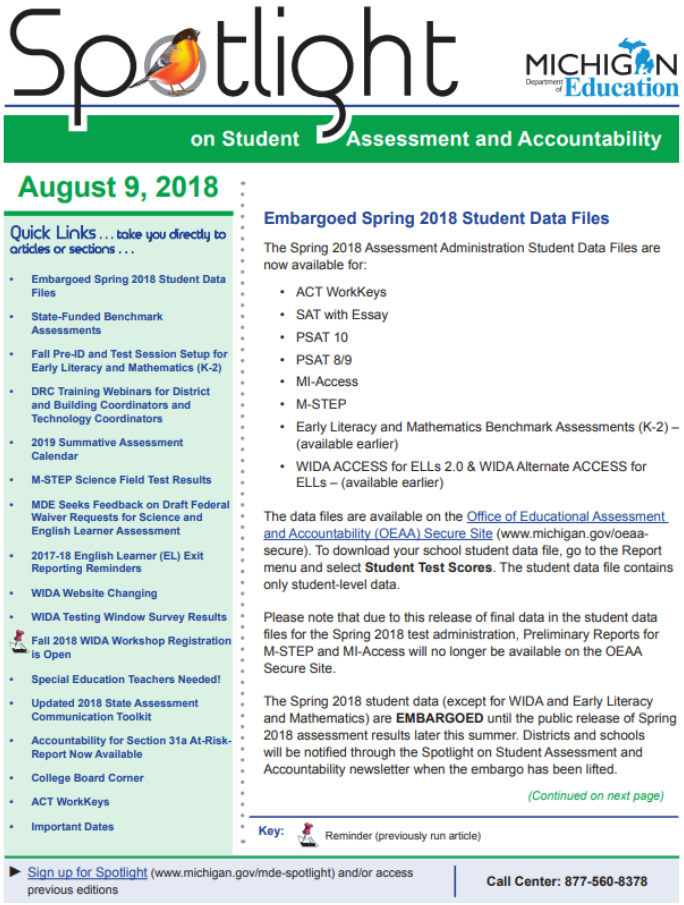
Stay Informed



Spotlight on Student Assessment and Accountability

MICHIGAN Department of Education

August 9, 2018

Quick Links . . . take you directly to articles or sections . . .

- Embargoed Spring 2018 Student Data Files
- State-Funded Benchmark Assessments
- Fall Pre-ID and Test Session Setup for Early Literacy and Mathematics (K-2)
- DRC Training Webinars for District and Building Coordinators and Technology Coordinators
- 2019 Summative Assessment Calendar
- M-STEP Science Field Test Results
- MDE Seeks Feedback on Draft Federal Waiver Requests for Science and English Learner Assessment
- 2017-18 English Learner (EL) Exit Reporting Reminders
- WIDA Website Changing
- WIDA Testing Window Survey Results
- Fall 2018 WIDA Workshop Registration is Open
- Special Education Teachers Needed!
- Updated 2018 State Assessment Communication Toolkit
- Accountability for Section 31a At-Risk-Report Now Available
- College Board Corner
- ACT WorkKeys
- Important Dates

Embargoed Spring 2018 Student Data Files

The Spring 2018 Assessment Administration Student Data Files are now available for:

- ACT WorkKeys
- SAT with Essay
- PSAT 10
- PSAT 8/9
- MI-Access
- M-STEP
- Early Literacy and Mathematics Benchmark Assessments (K-2) – (available earlier)
- WIDA ACCESS for ELLs 2.0 & WIDA Alternate ACCESS for ELLs – (available earlier)

The data files are available on the Office of Educational Assessment and Accountability (OEAA) Secure Site (www.michigan.gov/oeaa-secure). To download your school student data file, go to the Report menu and select **Student Test Scores**. The student data file contains only student-level data.

Please note that due to this release of final data in the student data files for the Spring 2018 test administration, Preliminary Reports for M-STEP and MI-Access will no longer be available on the OEAA Secure Site.

The Spring 2018 student data (except for WIDA and Early Literacy and Mathematics) are **EMBARGOED** until the public release of Spring 2018 assessment results later this summer. Districts and schools will be notified through the Spotlight on Student Assessment and Accountability newsletter when the embargo has been lifted.

(Continued on next page)

Key: Reminder (previously run article)

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- Assessment Task reminders
- Administration Updates
- Report Information
- Much more!

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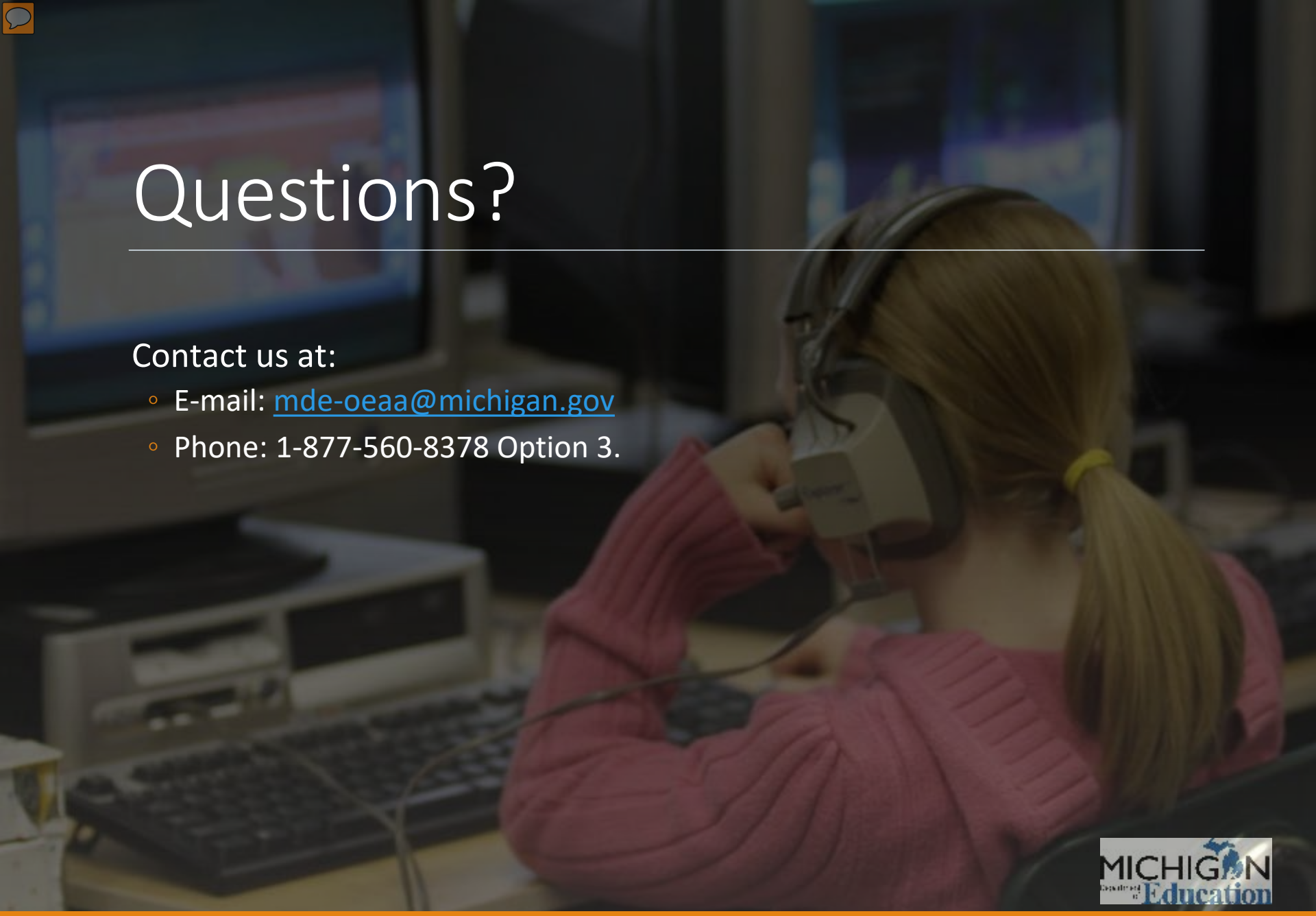
Questions?

Contact us at:

- E-mail: mde-oeaa@michigan.gov
- Phone: 1-877-560-8378 Option 3.