M-Step™

Michigan Student Test of Educational Progress

Spring 2023 Interpretive Guide to M-STEP Reports

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Section 1: Introduction

Purpose

In 2023, the Michigan Student Test of Educational Progress (M-STEP) English language arts (ELA) and mathematics assessments were administered to students in grades 3-7; the science and social studies assessments were administered in grades 5, 8, and 11. The purpose of the M-STEP is to measure Michigan students' achievement on the Michigan Academic Standards.

The M-STEP is the assessment that the Michigan Department of Education (MDE) uses to meet state and federal accountability requirements for students in grades 3 to 8 and 11. Students in grade 8 took the PSAT 8/9 for ELA and mathematics, while 11th graders took the SAT with Essay for ELA and mathematics. For more information on these assessments, see the PSAT (www.michigan.gov/psat) and the MME (www.michigan.gov/mme) web pages. Students with significant cognitive disabilities may take the MI-Access assessment based their Individual Education Plan (IEP). For information about MI-Access assessments, see the MI-Access web page (www.michigan.gov/mi-access).

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 continuous improvement decisions at the school and/or district level. M-STEP data also provide student academic progress information from year to year, to show school and district academic progress.

M-STEP individual student data provides a snapshot of what a student knows and is able to do based on Michigan's Academic Standards. Student level M-STEP data should also be used cautiously and in combination with local formative, benchmark, and summative assessment data to develop a complete picture of what the student knows and is able to do.

What's In this Guide?

This guide helps educators understand and use the results from the Spring 2023 M-STEP. Reports available for the M-STEP include student level and aggregate level data reports.

Student level reports provide performance data for individual students. 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, Demographic Subscore Report, and Expectation Analysis Report. The Target Analysis Report provides aggregate level assessment target data for English language arts (ELA) and mathematics, and the Topic Bundle Analysis Report provides aggregate level science data related to topic bundles.

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 uses and limitations of the data
- **Section 5** explains how to access reports
- **Section 6** provides detailed descriptions of each report
- **Section 7** includes other resources, both for additional information regarding sources of 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** includes a glossary of M-STEP data and reporting terms
- **Section 9** includes contact information for MDE staff involved in reporting of M-STEP data

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. The Office of Educational Assessment and Accountability (OEAA) does not suppress aggregate data. 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 M-STEP reports and comply with all Family Educational Rights and Privacy Act (https://www2.ed.gov/policy/gen/guid/fpco/ferpa/index.html) regulations.

Invalid Tests

Students who attempted an M-STEP content area test in Spring 2023 but did not receive a valid test score are reported on the student level reports only. While the student's test score is not reported, the reason for the invalid test is provided. Students who do not receive a valid score are not included on aggregated reports. Tests may be flagged as invalid for the following reasons:

- Student Prohibited Behavior
- Tested in incorrect grade (Out of Level)
- Did not meet "attemptedness" criteria
  - the student did not answer enough questions to calculate an overall scale score
- Non-standard accommodation administered
- Other misadministrations, including
  - student not given correct test
  - student not provided appropriate designated support or accommodation
  - paper/pencil test materials not returned according to schedule

(See the M-STEP Test Administration Manual for more information.)

Report Descriptions

Report	Description	Aggregation	Distribution
Student Record Labels	Summarizes individual student achievement in each content area for inclusion in the student's Cumulative Student Record folder	• Individual Student	• Mailed to School • Secure Site
Individual Student Report (ISR)	Separated by content area, provides detailed information on individual student achievement, including overall scale score, performance level, growth score, growth target, target time frame, and summarized claim, domain, or discipline data	• Individual Student	• Dynamic Score Reporting Site • MiLearn – Educator
Parent Report	Summarizes individual student achievement in each content area,including overall scale score, performance level, and summarized claim, domain, or discipline data	• Individual Student	• Mailed to School • Dynamic Score Reporting Site • MiLearn – Educator, Parent, Student
Student Overview	Summarizes student achievement for all content areas, including scale score, performance level information, summarized claim, domain, and discipline data, growth score, growth target, and target time frame	• Individual Student	• Dynamic Score Reporting Site • MiLearn – Educator
Student Roster	Separated by content area, provides detailed information on student achievement for groups of students, including overall scale score, performance level, growth score, growth target, target time frame, and summarized claim, domain, and discipline data; summary proficiency information is also included for rostered students, school, district, and state aggregate groups	• Individual Student	• Dynamic Score Reporting Site • MiLearn – Educator
Student Growth and Proficiency Report	Provides detailed information about student achievement and student growth data; includes overall scale score, performance level, growth score, growth target, and target time frame; student scale score is shown plotted against growth data	• Individual Student	• Dynamic Score Reporting Site • MiLearn – Educator
Demographic Report	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	• School • District • State	• Dynamic Score Reporting Site

Continued on next page.

Report	Description	Aggregation	Distribution
Comprehensive Report	Provides a comparison of students by grade and content by schools within a district—mean scale scores and percentages of students in each performance level are reported	• District	• Dynamic Score Reporting Site
Demographic Subscore Report	Provides claim or domain performance information by aggregate group for English language arts, mathematics, and science; percentages of students earning each claim or domain performance indicator is provided for the overall aggregate group and aggregated across selected demographic groups	• School • District • State	• Dynamic Score Reporting Site
Target Analysis Report	For groups of students, identifies assessment targets that are relative strengths or weaknesses as compared to overall performance on an ELA or mathematics assessment	• School • District • State	• Dynamic Score Reporting Site
Topic Bundle Analysis Report	For groups of students, identifies topic bundles that are relative strengths or weaknesses as compared to overall performance on the science assessment.	• School • District • State	• Dynamic Score Reporting Site
Expectation Analysis Report	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%; this report is available for social studies only and provides an overview of performance by content expectation	• School • District • State	• Dynamic Score Reporting Site
Student Data File	Data file that includes all individual level student data, including scale score, performance level, summarized claim, domain data, discipline data, growth score, growth target, target Time Frame, student demographic information, and valid/invalid reasons	• Individual Student	• Secure Site
Aggregate Data File	Data file that includes aggregated student performance information, including average scale score, count and percent of students in each performance level, and demographic subgroups	• School • District • State	• Secure Site



Section 2: Scoring and Score Reporting

Scoring by Item Type

All of the processes employed to assess overall student performance begin at the item level. There are three types of items on the M-STEP: Multiple Choice (MC) items, Constructed Response (CR) 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

All content area assessments—English language arts, mathematics, science, and social studies—included multiple choice (MC) items. When responding to multiple choice items, students select from the available options, only one of which is the 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 did not respond receive a score of zero (0). The string of responses from the MC items (for example, 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.

Constructed Response Item Scores

The ELA and mathematics tests included operational Constructed Response (CR) items. In ELA, all grades 3-7 were assessed for a portion of Claim 2 (writing) using a Passage-based Writing (PBW) Prompt item. Students were presented with either a literary or informational reading passage. Based on this passage, students received a writing prompt that required them to respond to the prompt using supporting evidence from the passage. The maximum points for PBW Prompt items ranged from one point to four points. In mathematics, the maximum points for CR items ranged from one point to three points.

ELA CR items requiring typed or written answers and PBW Prompt items are evaluated by human scorers. Guided by precise criteria, scorers review a response for accuracy and completeness and assign points based on how well the requirements of the prompt are fulfilled, according to a scoring rubric for the specific item. Extensive professional practice and research have refined and validated the critical steps that ensure consistency in scoring. Scorers are trained to ignore extraneous factors such as neatness and to focus on the comprehension demonstrated in the response.

In some cases, student responses to Passage-based Writing Prompts may not be scorable. If this occurs, the written response is reviewed by both a scorer and scoring supervisor. If the response is determined to not be scorable, it is assigned a condition code. Condition codes are assigned for responses that are blank (B), insufficient (I), written in a language other than English (L), off-topic (T), or off-purpose (M). See the table on the following page for more information about these condition codes.

PASSAGE-BASED WRITING	
CODE	**CONDITION CODE CATEGORY**
B	**Blank**
I	**Insufficient** The response is too brief to make a determination regarding whether it is on purpose or topic. For example: • Random keystrokes • Undecipherable text • "I hate this test" • "I don't know" • "I don't care"
L	**Non-Scorable for Language** The response is written in a language other than English.

PASSAGE-BASED WRITING	
CODE	**CONDITION CODE CATEGORY**
T	**Off-Topic** The response is unrelated to the task or the sources or shows no evidence that the student has read the task or the sources.
M	**Off-Purpose** The student has clearly not written to the purpose designated in the task. • An off-purpose response addresses the topic of the task but not the purpose of the task. • Off-purpose responses are generally developed responses clearly not written to the designated purpose.

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 and CR 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 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 mathematics item type containing an embedded keyboard for mathematics functions that can be used to answer the question
- **Evidence Based 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 student 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
- **Graphing** – line graphs and coordinate graphs where students plot points and lines
- **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

MC and CR 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.

Partially Completed Tests

In some instances, a student completes a portion of the test. Established parameters determine how partially complete tests are scored. All online tests that are partially completed are "force submitted" after the end of the test window and are scored. The procedures for scoring partially complete tests are different for fixed form and CAT tests because fixed form tests have known missing items, whereas CAT test items that were not delivered are unknown because they would have been determined based on student responses throughout the test.

Fixed Form Tests

Fixed form tests include:

- All science and social studies tests
- All paper/pencil tests
- Some accommodated versions of ELA and mathematics online tests

The table below lists the accommodated versions of the ELA and mathematics online tests that generate a fixed form of the test.

Assessment	Designated Supports/ Accommodations Assigned
ELA Fixed Form (accommodated versions of the test)	• Video Sign Language (VSL) • Closed Captioning (CCAPTION)
Mathematics Fixed Form (accommodated versions of the test)	• Stacked Spanish (ST) • Stacked Spanish (ST) with Human Voice Audio (HVA) • Video Sign Language (VSL)

A fixed form test that is partially complete is scored and all missing responses are recorded as incorrect.

CAT Tests

CAT tests are most online ELA and mathematics tests, with the exception of the accommodated versions listed above. Established psychometric procedures determine when a student has taken a sufficient portion of the test to generate overall scale scores. In some instances, an overall scale score is generated based on the completed portion of the test.

In some cases, a student may complete a portion of the test that generates an overall scale score, but does not complete a sufficient portion of the test to reliably evaluate subscore performance. In these instances, subscore performance indicators are not reported.

How Scores Are Reported

Scale Scores

Students receive an overall scale score in ELA, mathematics, science, and social studies for each valid test. Scale scores are the basic unit of reporting. A scaled score is calculated from a total number of points the student scores on the test, 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 tests in a given content area within the same grade, they are not comparable across content areas or grades. M-STEP is a standards-based test that assesses standards in each grade; a score on grade 4 standards does not provide any information about how a student performs on grade 5 standards.

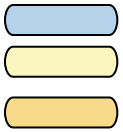
Each overall scale score is indicated by a single number. An error band is noted for each scale score. The error band indicates the range of scores that the student would be likely to achieve if he or she were to take the test multiple times.

Claims and Domains

Claims are broad statements about what students should know and be able to do. Claims apply to ELA and mathematics.

Domains are used to group the three-dimentional science standards using similar disciplinary core ideas. Domains apply to science.

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



The blue bar indicates the student is **above** standard

The yellow bar indicates the student is **at/near** standard

The orange bar indicates the student is **below** standard

For ELA and mathematics, in rare instances, a student may take a sufficient portion of the test to generate an overall scale score, but not complete the test sufficiently to fully evaluate claim-level performance in ELA and/or mathematics. In these instances, the claim performance indicators are not reported.

Subscore Performance Indicator Clarification

It is possible for a student who scored at the "Advanced" proficiency level to also receive a subscore performance indicator that states "At/Near Standard" in one or more of the claims or domains in the content area.

This occurs because the subscore performance indicator scoring is based on a different scoring scale. That is:

- subscore performance indicators show student performance within a single claim or domain
- overall proficiency levels show student performance within the entire content area

Subscore performance indicators are reported in three categories, while four proficiency levels are reported for overall content. The subscore performance indicators are based on items within the claims or domains, resulting in fewer items per claim or domain than the overall content area performance level. With fewer items in each claim or domain, they cannot be reported with the same level of accuracy as a performance level. Subscore performance indicator graphs are included in the reports to provide a visual representation of student performance relative to the range of possible performance within each claim or domain. Performance indicators differ by claim or domain within content area and are not comparable across content areas or grades.

When a student has a subscore performance indicator of "At/Near Standard," schools should use local assessment data to build a better understanding of the student's mastery of the content within the claim or domain. This use of local data will help teachers and school staff gain a deeper understanding of what the student knows and is able to do in relation to Michigan's Academic Standards.

Writing Claim Scores: Passage Based Writing Prompt

The Passage-based Writing Prompt (PBW) represents a portion of the overall writing claim score; it does not assess the entire writing claim. The overall writing claim score includes results from both stand-alone items and the PBW score.

The Blueprints (https://www.michigan.gov/mde/-/media/Project/Websites/mde/OEAA/M-STEP/M-STEP_MATH-ELA_Blueprint.pdf) documents provide the range of item quantities per claim and grade. There are 12-14 writing claim items; only one of those items is the Passage-based Writing prompt.

The ELA Crosswalk (https://www.michigan.gov/mde/services/student-assessment/m-step/content-specific-information/ela-crosswalks-claims-targets-and-standards) documents delineate the specific standards that are assessed within each claim and grade.

Due to the adaptive nature of the ELA test, students receive different quantities of items and item difficulty varies across students. Established psychometric procedures incorporate both item response and item difficulty when determining student scores. Therefore, it is not possible to specify a precise percentage of the Writing claim or overall test score accounted for by the PBW item.

Student Growth Data

Student Growth Scores (SGPs, previously called Student Growth Percentiles), Growth Target Scores (AGP, 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 prior 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 7 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 the average, and indicate the proportion of scores in the comparison group that 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 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.

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 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. Visit the MDE Accountability website for more information on Student Growth Resources (https://www.michigan.gov/mde/services/school-performance-supports/accountability/student-growth-in-school-accountability).

Read by Grade 3 Data

On grade 3 English language arts reports, Read by Grade 3 indicators are also reported. The Read by Grade 3 law requires schools to retain a student in the third grade if the student's English language arts score is 1252 or below, indicating more than one year behind on reading according to the Michigan Student Test of Educational Progress (M-STEP). This year's class of third graders will be the last students affected by the retention aspects of the law. For now, retention is still a requirement because the law removing this requirement is not effective until the 2023-24 school year.

Student tests are flagged as follows:

- **Meets** Requirements: Scale score 1272 or above: student meets the requirements of the Read by Grade 3 Law for promotion to the 4th grade
- Needs **Supports**: Scale score between 1253 and 1271: student needs additional reading supports
- Eligible for **Retention**: Scale scores 1252 or below: student is eligible for 3rd grade retention

Performance Levels

M-STEP scale scores within each subject area can be described in ranges. The labels applied to these ranges are known as Performance Levels. The M-STEP performance levels are Not Proficient, Partially Proficient, Proficient, and Advanced. The divisions between the levels are often referred to as cut scores. Scale score and performance level range tables are located on the following pages.

The cut scores are 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; the recommendations are made to the Michigan State Superintendent of Public Instruction, who approves the final cut scores and performance level ranges. 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 Academic 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).



Section 3:

Performance Level Descriptors and Ranges for Grades 3-8 and 11

Performance Level (PL) Descriptors

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.

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2023 M-STEP Performance Level Scale Score Ranges

Subject	Grade	Level 1 Not Proficient	Level 2 Partially Proficient	Level 3 Proficient	Level 4 Advanced
ELA	3	1203-1279	1280-1299	1300-1316	1317-1357
	4	1301-1382	1383-1399	1400-1416	1417-1454
	5	1409-1480	1481-1499	1500-1523	1524-1560
	6	1508-1577	1578-1599	1600-1623	1624-1655
	7	1618-1678	1679-1699	1700-1725	1726-1753

2023 M-STEP
Performance Level Scale Score Ranges

Subject	Grade	Level 1 Not Proficient	Level 2 Partially Proficient	Level 3 Proficient	Level 4 Advanced
Mathematics	3	1217-1280	1281-1299	1300-1320	1321-1361
	4	1310-1375	1376-1399	1400-1419	1420-1455
	5	1409-1477	1478-1499	1500-1514	1515-1550
	6	1518-1578	1579-1599	1600-1613	1614-1650
	7	1621-1678	1679-1699	1700-1715	1716-1752
Science	5	1422-1476	1477-1499	1500-1516	1517-1579
	8	1727-1777	1778-1799	1800-1824	1825-1877
	11	2035-2089	2090-2099	2100-2119	2120-2181
Social Studies	5	1395-1457	1458-1499	1500-1529	1530-1563
	8	1707-1770	1771-1799	1800-1830	1831-1868
	11	2022-2068	2069-2099	2100-2130	2131-2170

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

Appropriate Uses and Limitations of Summative Assessment Data

M-STEP reports and data are an important part of a comprehensive assessment system that schools and districts should use in data-driven decision-making when considering curriculum development and instructional program evaluation. M-STEP assessment data should be shared with administrators, continuous improvement team members, 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 at www.michigan.gov/mstep.

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. Scale 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 M-STEP 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 How Scores are Reported section of this guide.

Limitations: The M-STEP is a summative assessment administered at the end of the student's instructional program. M-STEP results measure the standards that are assessed on the M-STEP; they do not reflect student skills and abilities that are not part of assessed content. Results of the M-STEP 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, policy makers, and the public) on progress toward meeting the Michigan Academic Standards. 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.
- social studies percentages of points earned by expectation, aggregated at the school, district, and state levels
- subscores for ELA, mathematics, and science reported by demographic groups by school, district and state

- English language arts (ELA) and mathematics relative strength/weakness information by assessment target, aggregated at the school, district, and state levels
  - Assessment target relative performance as compared to performance on the test as a whole is provided at the school, district, and state levels. You can identify areas of relative weakness by assessment target for the identified aggregate group.
- 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.
- Expectation (for social studies) and assessment target (for ELA and mathematics) subscores provide information about aggregate group performance on portions of the test. You can use differences in mean subscores, 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 which includes formative and benchmark assessment data to provide a more complete picture of student achievement.

Claim, domain, discipline, and expectation subscore data may represent small numbers of items. Assessment targets are reported only when there are more than three items assessed, and when there are at least 15 students and 25 unique responses on the items for the assessment target. When these parameters are met, and the difference between the aggregate group's mean score on the test overall is above the desired statistical threshold, the target is reported as "relative strength." Similarly, when the differences are less than the desired statistical threshold, the target is reported as "relative weakness." Otherwise the target is reported as "neither strength nor weakness."

Some expectations are assessed using fewer than five items. Use caution when interpreting results based on a few items on the test. These results should be used within a comprehensive assessment system which include formative and benchmark assessment data.

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 the M-STEP Reports

This guide describes the two primary systems that can be used to access M-STEP reports: the Dynamic Score Reporting Site and the Michigan Linked Educational Assessment Reporting Network (MiLearn). Additional reports from M-STEP can also be accessed on the MiSchoolData web page. This section provides an overview of the Dynamic Score Reporting Site and MiLearn and links to more detailed resources about each system.

Accessing M-STEP Reports through Michigan's Dynamic Score Reporting Site

M-STEP 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

The Dynamic Score Reporting Site is accessed through 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 student-level and aggregate 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 (https://www.michigan.gov/mde/-/media/Project/Websites/mde/OEAA/General/Dynamic-Score-Reporting-Site-User-Guide.pdf).

Accessing M-STEP Reports through MiLearn

MiLearn provides student-level score reports for M-STEP, all Grade 8 testing, SAT with Essay, WIDA, and MI-Access Reports to district and school administrative staff as well as 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). For M-STEP, the Student Roster, Student Growth and Proficiency, and Student Overview 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 (https://www.michigan.gov/documents/mde/MILearn_Educator_User_Guide_668711_7.pdf).

Accessing M-STEP Reports through MiSchoolData

MiSchool Data provides aggregated assessment results for the public. Trend data and accountability information is also available through MiSchoolData. Individual student level data for M-STEP is provided for school users who have secure access. To access MiSchoolData go to www.mischooldata.org.

Section 6: Reports

Help documents are provided in the Dynamic Score Reporting Site.

Help Documents

- Dynamic Score Reporting Site User Guide – user guide that describes how to access and navigate the Dynamic Score Reporting Site
- Interpretive Guide to M-STEP Reports – this document

Individual Data 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).

Student Record Labels

Student Record Labels provide summary student performance levels for individual students. The labels include district and school information, student demographic information, M-STEP administration cycle information, and overall student performance level for tested content areas.

Student Record Labels are provided for inclusion in the students' Cumulative Student Record or CA-60 folder. The labels are printed and shipped to the school where the student tested in late summer and are available through the Secure Site if schools need to print additional copies.



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

DOB: 00/00/0000
Gender: M
Grade: 5
Spring 20XX

M-Step
Michigan Student Test of Educational Progress

Content	SS	Performance Level
ELA	1520	4-Advanced
Mathematics	1550	4-Advanced
Science	1533	4-Advanced
Social Studies	1525	3-Proficient

Student Record Labels

This report provides information about the student's overall scale score and performance level.

Student Record Labels

The report can help educators:

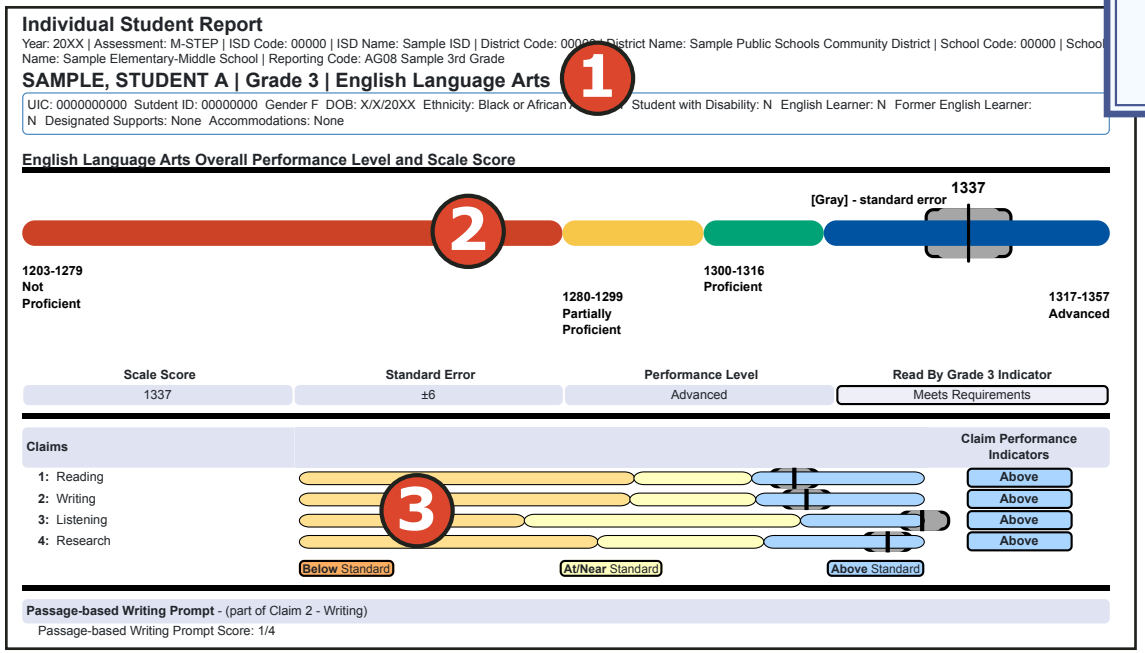
- view overall summary score and performance level information at a glance
- view the student record folder for snapshot at-a-glance achievement information

Individual Student Report

The Michigan Student Test of Educational Progress (M-STEP) Individual Student Report (ISR) provides information about student performance by content area. Each student will have a separate ISR for each tested content area: English language arts (ELA), mathematics, science, and social studies.

The report is divided into three main sections:

1. Student demographic information
2. Overall content performance
3. Subscore (Claim, Domain, or Discipline) Performance



Individual Student Report

Year: 20XX | Assessment: M-STEP | ISD Code: 00000 | ISD Name: Sample ISD | District Code: 00000 | District Name: Sample Public Schools Community District | School Code: 00000 | School Name: Sample Elementary-Middle School | Reporting Code: AG08 Sample 3rd Grade

SAMPLE, STUDENT A | Grade 3 | English Language Arts 1

UIC: 0000000000 Sutdent ID: 00000000 Gender F DOB: X/X/20XX Ethnicity: Black or African [illegible] Student with Disability: N English Learner: N Former English Learner: N Designated Supports: None Accommodations: None

English Language Arts Overall Performance Level and Scale Score

2

1337
[Gray] - standard error

1203-1279 Not Proficient
1280-1299 Partially Proficient
1300-1316 Proficient
1317-1357 Advanced

Scale Score	Standard Error	Performance Level	Read By Grade 3 Indicator
1337	±6	Advanced	Meets Requirements

Claims	Claim Performance Indicators
1: Reading	Above
2: Writing	Above
3: Listening	Above
4: Research	Above

3

Below Standard | At/Near Standard | Above Standard

Passage-based Writing Prompt - (part of Claim 2 - Writing)
Passage-based Writing Prompt Score: 1/4

Individual Student Report

This report helps schools to:

- inform, along 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
- analyze summary performance on ELA and mathematics claims
- view summary performance on the science domains
- view raw score data on 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 to the content standards
- make decisions about continuous improvement goals and strategies for schools or districts

This report provides information about:

- individual student overall scale score and performance level
- ELA and mathematics claim scores
- science domain scores
- Passage-based Writing (PBW) raw score
- social studies discipline raw scores
- growth data: growth score, growth target, and growth target time frame

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/pencil Answer Document, are displayed.

Overall Content Performance – 2

Overall content area scale 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 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 that 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.

Growth data are available for grades 4 through 7 in ELA and mathematics only.

On grade 3 English language arts reports, Read by Grade 3 indicators are also reported. The Read by Grade 3 law requires schools to retain a student in the third grade if the student's English language arts score is 1252 or below, indicating more than one year behind on reading according to the Michigan Student Test of Educational Progress (M-STEP). This year's class of third graders will be the last students affected by the retention aspects of the law. For now, retention is still a requirement because the law removing the requirement is not effective until the 2023-24 school year.

Student tests are flagged as follows:

- **Meets** Requirements: Scale score 1272 or above—student meets the requirements of the Read by Grade 3 law for promotion to the 4th grade
- Needs **Supports**: Scale score between 1253 and 1271: student needs additional reading supports
- Eligible for **Retention**: Scale score 1252 or below: student is eligible for 3rd grade retention

Subscore (Claim, Domain, or Discipline) Performance – 3

Subscore performance indicators for ELA and mathematics are reported and 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 both Claims and Domains—show student performance within each ELA or mathematics claim or science domain. The Subscore 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 that the student's performance on the standards that make up the claim 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 claim 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 claim is below the overall content standard or proficiency cut.

For ELA only, the Passage-based Writing Prompt raw score is reported. The Passage-based Writing Prompt score is one portion of the writing claim score. The score is reported as Points Earned out of Points Possible (PE/PP). Scores range from 0-4. If a student response was determined to be non-scorable, the condition code category is reported. Condition code categories are:

- Blank – the response area is blank.
- Insufficient – the response is too brief to make a determination regarding whether it is on purpose or topic.
- Non-Scorable for Language – the response is written in a language other than English.
- Off-Topic – the response is unrelated to the task or the sources or shows no evidence that the student has read the task or the sources.
- Off-Purpose – the student has clearly not written to the purpose designated in the task.

In mathematics, Claim 2 (Problem Solving) and Claim 4 (Modeling and Data Analysis) are combined for reporting purposes because of content similarity. There are still four claims, but only three claim scores will be reported with the overall mathematics score.

To help understand assessment claims and targets, the Michigan Department of Education has produced ELA and mathematics crosswalk documents for each grade. Educators can use the crosswalks to see the alignment between claims, targets, and content standards. The crosswalks can be found on the M-STEP web page (http://www.michigan.gov/mstep).

In rare instances, a student may take a sufficient portion of the test to generate an overall scale score, but not complete the test sufficiently to fully evaluate claim-level performance. In these instances, performance indicators are not reported.

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
- **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 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 when growth scores are available.

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 Report 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.

Parent Report

Parent Reports provide information about student performance in English language arts, mathematics, social studies, and science.

Printed versions of the Parent Report are 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 four main sections:

1. Superintendent Letter
2. What Overall Scores Mean
3. Where to Find More Information
4. Overall Content Performance
5. Detailed Subscore Information

Superintendent Letter and Resources – 1 2 3

A letter to parents from Michigan's State Superintendent is included on each report. This letter describes the M-STEP assessments and the content assessed.

There is a brief description of what the student scores mean and a resource section for parents/guardians to access more information.

The resource section, titled "Where can I find more information?", includes two QR codes that can be scanned to view the M-STEP web page and the Parent Report Guides.

Overall Content Performance – 4

Overall content area scale scores, including standard error and the associated performance level, are provided in the student test score label and description and as a graphic. Ranges for each performance



SAMPLE, STUDENT A. | Grade 5
District: 00000 Sample Puplic School District
School: 00000 Sample Elementary School

20XX | Parent Report

Dear Parent/Guardian,

As we come out of the pandemic, our schools continue to provide students with a safe and healthy learning environment. We strive to ensure that all Michigan children receive an education that prepares them to thrive in a global economy and for civic life. 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/ac dards) set learning expectations for what students should learn and be able to do at each grade level. The standards are 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 Student Test of Educational Progress (M-STEP) this spring. The M-STEP measures student progress based on the standards for grades 3-7. All students were administered the M-STEP English language arts and mathematics assessments. Students in grade 5 were also tested in science and social studies. Your child's test results 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 M-STEP 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 in meeting them. 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

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.

Proficient The student's perfor dicates understanding and application of key academic c dards defined for Michigan students. The student needs upport 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.

Students who are **Advanced** or **Proficient** have met the 5th 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.

Where can I find more information?

- Michigan's Starting Smarter web page provides parent-friendly information and resources for the M-STEP assessments and this parent report. Go to mi.startingsmarter.org.
- The M-STEP webpage at www.michigan.gov/mstep has a Parent/Student section with information designed for parents, guardians, and students, including:
  - Michigan's Ed Assessment System: Wh at It Means, and What I
  - What Parent Know About Assessments
  - M-STEP Parent Reporting Guide
  - Parent Report Video for Grades 3-8 and 11 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

Scan to view the Parent Report Guides

Scan to view the M-Step Web Page

UIC: 0000000000

level are also shown on the graphic. In addition, the graphic includes the ranges of scale scores indicating scale scores that do and do not meet standards, labeled as "Does not meet standards" and "Meets standards."

Parent Report

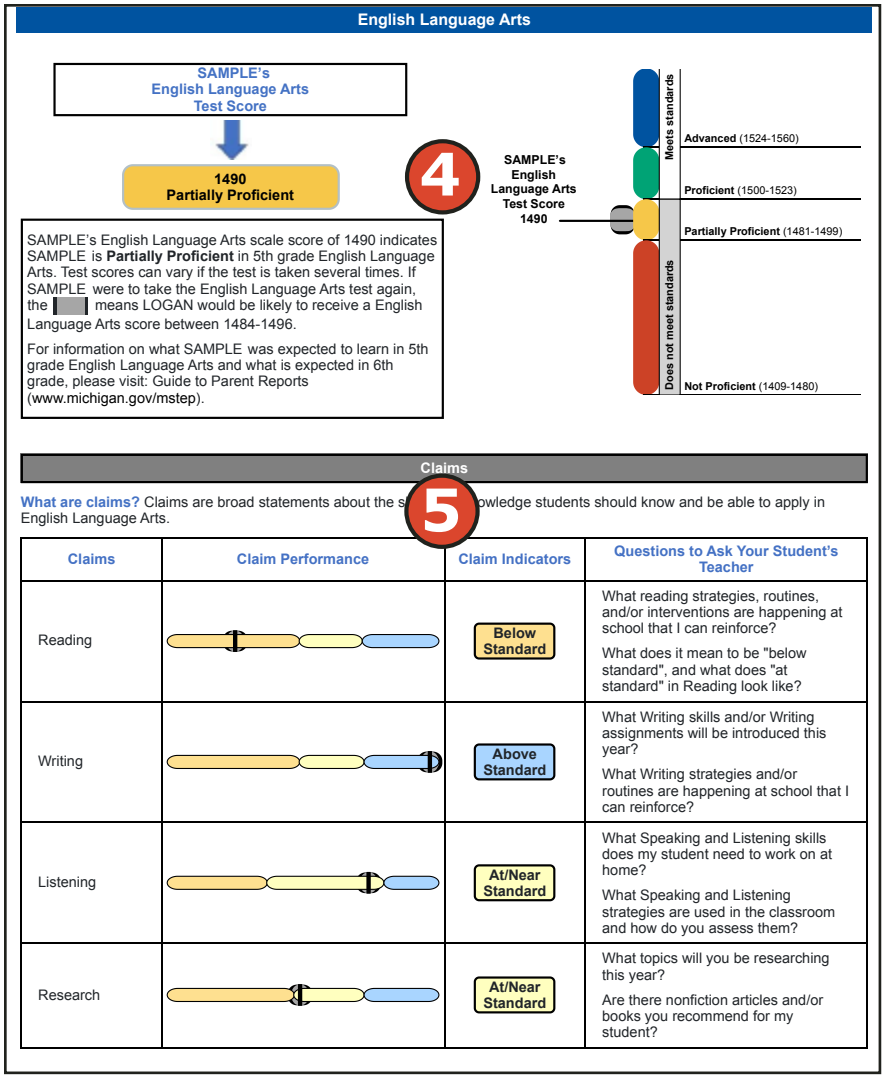
This report helps schools to:

- inform, along 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 summary performance on the English language arts and mathematics claims
- view summary performance on the science domains overall
- view raw score data on social studies disciplines

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
- conduct item-level analysis or item-type reviews that encourage "teaching to the test" rather than to the content standards
- make decisions about continuous improvement goals and strategies for schools or districts



Detailed Subscore Information – 5

Claims (for English language arts and mathematics) and domains (for science) are reported using subscore performance indicators. Social studies disciplines are reported as points earned out of points possible (PE/PP) raw score data.

Subscore performance indicators are reported:

- The blue bar and indicator shows the student is **Above Standard** in the claim or domain**.**
- The yellow bar and indicator shows the student is **At/Near Standard** in the claim or domain.
- The orange bar and indicator shows the student is **Below Standard** in the claim or domain.

The performance indicator table provides:

- a visual representation of student performance relative to the range of possible performance within each claim
- the student's subscore performance indicator
- questions for parents to ask the student's teacher based on the student's claim scores in English language arts and mathematics

Parent Report

This report provides information about:

- individual student overall performance level and scale score
- ELA and mathematics claim performance
- science domain performance
- social studies discipline raw scores

In mathematics, Claim 2 (Problem Solving) and Claim 4 (Modeling and Data Analysis) are combined for reporting purposes because of content similarity. There are still four claims, but only three claim scores will be reported with the overall mathematics score.

In rare instances, a student make take a sufficient portion of the test to generate an overall scale score, but does not complete the test sufficiently to fully evaluate claim-level performance. In these instances, the claim performance indicators are not reported, and an asterisk is displayed.

Science content standards are organized by domains. Science domains are reported in table format with domain performance indicators.

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.

Read by Grade 3 Law information is provided on grade 3 reports only.

The Read by Grade 3 law requires schools to retain a student in the third grade if the student's English language arts score is 1252 or below, indicating more than one year behind on reading according to the Michigan Student Test of Educational Progress (M-STEP). This year's class of third graders will be the last students affected by the retention aspects of the law. For now, retention is still a requirement because the law removing this requirement is not effective until the 2023-24 school year.

Parent Report

This report can help educators:

- view student overall scale score and performance level for rostered students
- view student performance sorted by scale score, claim, domain, or discipline data

Student tests are flagged as follows:

- Meets Requirements: Scale score 1272 or above: student meets the requirements of the Read by Grade 3 law for promotion to the 4th grade
- Needs Supports: Scale score between 1253 and 1271: student needs additional reading supports
- Eligible for Retention: Scale score 1252 or below: student is eligible for 3rd grade retention

Take Action

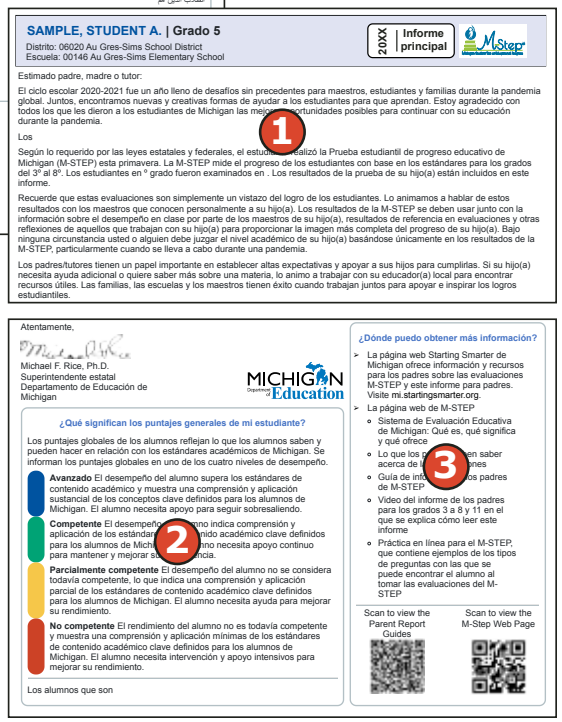
The Take Action menu is enabled after a report is generated and contains the following options for the report:

- **About this Report** – document available in the Dynamic Score Reporting Site that describes the data contained in the report
- **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.

Arabic Parent Report



Spanish Parent Report



Student Roster Report

The M-STEP Student Roster Report provides information about student performance by content area.

Overall Proficiency Summary

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

Year: 20XX | Assessment: M-STEP | ISD Code: 00000 | ISD Name: Sample ISD | District Code: 00000 | District Name: Sample Public Schools Community District | School Code: 00000 | School Name: Sample Elementary Academy | Reporting Code: All

Grade 7 | Mathematics

Proficiency Summary

Entity Aggregation	No. Valid Tests	Mean Scale Score	Not Proficient (NP)	Partially Proficient (PP)	Proficient (P)	Advanced (A)	Overall Proficiency Summary
State-All Students	1013	1702	32.4%	17.2%	12.5%	37.9%	
District-All Students	688	1701	32.7%	17.4%	13.1%	36.8%	
School-All Students	150	1702	29.3%	20.7%	13.3%	36.7%	
Rostered Students	75	1734	0.0%	0.0%	26.7%	73.3%	

0 20 40 60 80 100

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

LEGEND

Claim Indicators: Below Standard | At/Near Standard | Above Standard | * - Insufficient Data to Report

Students (Total = 75)	Scale Score	Standard Error	Performance Level	SGP	Growth Target: AGP	Growth Target: Timeframe	Overall Scale Score [Gray] - standard error: 1621-1678 (NP)	1679-1699 (PP)	1700-1715 (P)	1716-1752 (A)	Claims: Concepts & Procedures	Problem Solving / Modeling & Data Analysis	Communicating Reasoning
SAMPLE, STUDENT A	1730	±4	A	80	65	1					Above	At/Near	Above
SAMPLE, STUDENT B	1733	±8	A	90	4	1					Above	At/Near	Above

Page: 2 of 6

Rostered Students Description

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 – 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

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 and performance level in a rostered list of students
- view a snapshot of student performance
- inform, along with other local assessment data, about student proficiency and progress toward proficiency based on Michigan's Academic Standards
- view and sort student performance by claim, discipline, domain, growth data, or Passage-based Writing
- analyze summary performance on the science domains
- view raw score data on social studies disciplines

Overall Content Performance (Table Format) Description

Overall content area scale 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 (SGP), Growth Target Score (AGP), and Growth Target Time Frame. Growth Scores 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 percentage of comparable students—those who took the same test and had similar prior test scores—who had growth lower than that 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.

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

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.

Growth data are available for grades 4 through 7 in ELA and mathematics.

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 it 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):** 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 it twice sorts in descending order.
- **Growth Target (AGP):** 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 it twice sorts in descending order.
- **Time Frame:** 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 it twice sorts in descending order.

Overall Content Performance (Graphic Format) Description

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.

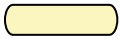
Subscore (Claim, Domain, or Discipline) Data

Claims (for English language arts and mathematics) and domains (for science) are reported using subscore performance indicators. Social studies disciplines are reported as Points Earned out of Points Possible (PE/PP) raw score data.

Subscore performance level indicators show student performance within each claim or domain.



'Above Standard' indicates that 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 that 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 that the student's performance on the standards that make up the claim or domain is below the overall standard or proficiency cut.

In rare instances, an ELA and/or mathematics claim may contain an asterisk. This occurs if a student took a portion of the test sufficient to report an overall scale score, but did not complete a sufficient number of items to fully evaluate the claim-level detail.

For ELA only, the Passage-based Writing Prompt (PBW) raw score is reported. The Passage-based Writing Prompt score is one portion of the Writing claim score. The score is reported as Points Earned out of Points Possible (PE/PP). Scores range from 0-4.

If a student's PBW response is determined to be non-scorable, the condition code category is reported. Condition code categories are:

- Blank – the response area is blank.
- Insufficient – the response is too brief to make a determination regarding whether it is on purpose or topic.
- Non-Scorable for Language – the response is written in a language other than English.
- Off-Topic – the response is unrelated to the task or the sources, or shows no evidence that the student has read the task or the sources.
- Off-Purpose – the student has clearly not written to the purpose designated in the task.

The Passage-based Writing Prompt score is sortable.

On grade 3 ELA reports, the column to the right of the PBW score displays the Read by Grade 3 Indicator based on scale score. The Read by Grade 3 law requires schools to retain a student in the third grade if the student's English language arts score is 1252 or below, indicating more than one year behind on reading according to the Michigan Student Test of Educational Progress (M-STEP). This year's class of third graders will be the last students affected by the retention aspects of the law. For now, retention is still a requirement because the law removing this requirement is not effective until the 2023-24 school year.

Student tests are flagged as follows:

- Scale score 1272 or above: student meets the requirements of the Read by Grade 3 law for promotion to the 4th grade
- Scale score between 1253 and 1271: student needs additional reading supports
- Scale score is 1252 or below: student is eligible for 3rd grade retention

For more information, visit the MDE Early Literacy web page (https://www.michigan.gov/mde/services/academic-standards/instruction/early-literacy.

In mathematics, Claim 2 (Problem Solving) and Claim 4 (Modeling and Data Analysis) are combined for reporting purposes because of content similarity. There are still four claims, but only three claim scores will be reported with the overall mathematics score.

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.

Report Features

Features of the Student Roster Report are described below.

Sort Options

The sort option allows users to change the sequential order of data in a column by selecting and de-selecting the headers. There are several sort options available in the Student Roster Report.

- **Claims/Disciplines/Domains** – Claims (for English language arts (ELA) and mathematics), Disciplines (for social studies), and Domains (for science) can be sorted.
- **Growth Score (SGP)** – Growth Score can be sorted.
- **Growth Target (AGP)** – Growth Target can be sorted.
- **Growth Target Time Frame** – Growth Target Time Frame can be sorted.
- **Passage-based Writing Prompt (PBW**) – Passage-based Writing Prompt scores can be sorted.
- **Read by Grade Three Indicator** – Read by Grade Three Indicator scores can be sorted.
- **Scale Score** – Scale Score can be sorted.

- **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.

Take Action

The Take Action menu is enabled after a report is generated and contains the following options for the report:

- **About this Report** – document available in the Dynamic Score Reporting Site that describes the data contained in the report
- **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 one 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. 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.

Drill-Down Feature

The Student Roster Report includes a drill-down feature that allows the user to select a 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 report's drop-down menu.

Student Overview

The Student Overview Report provides summary information about student performance in English language arts, mathematics, science, and social studies assessments in all grades tested.

For each content area, the report is divided into two main sections:

1. Overall Content Performance
2. Subscore (Claim, Domain, or Discipline) Performance

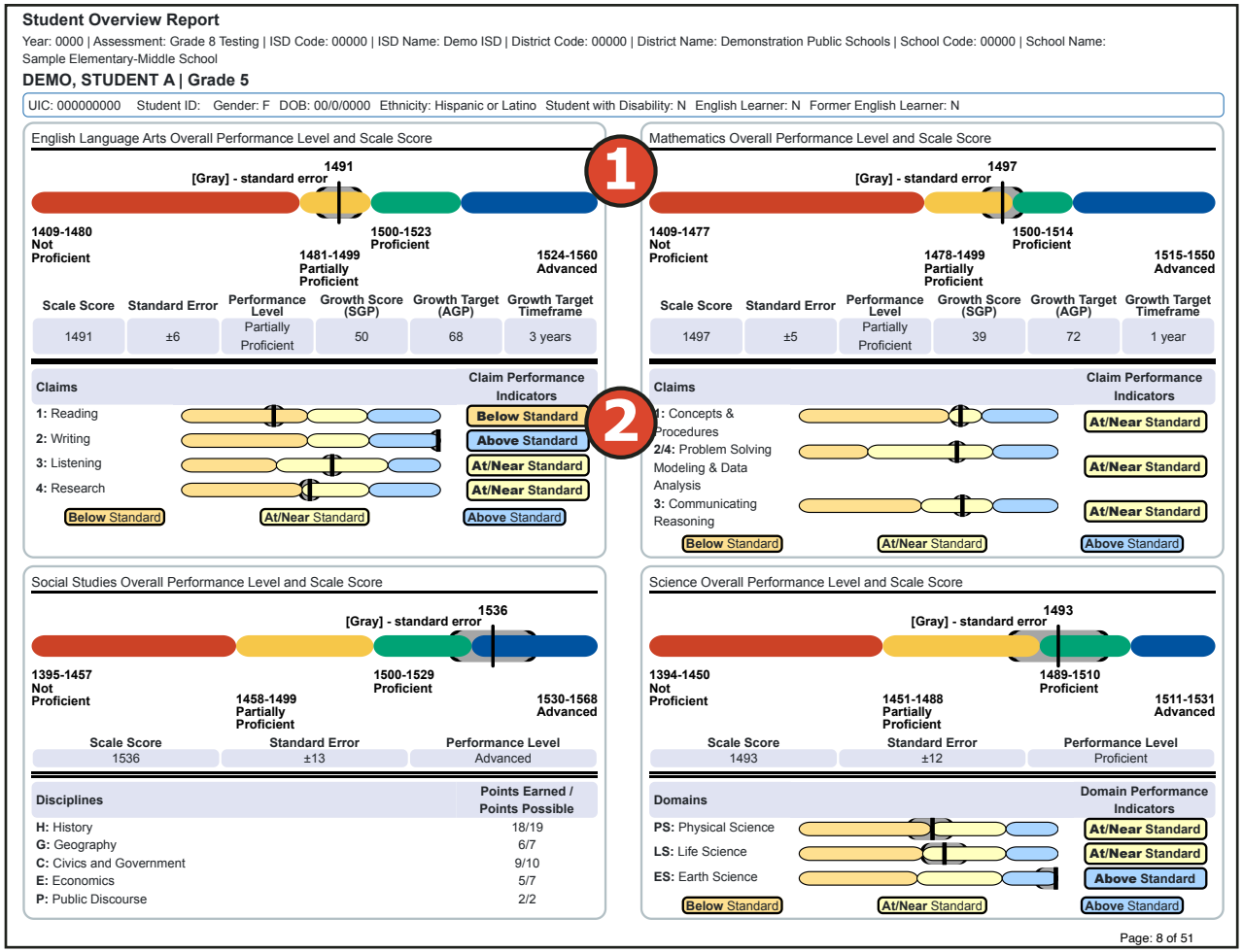
Overall Content Performance – 1

Overall content area scale 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 after the initial release of assessment reports; these include:

- 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 that student. For example, a Growth Score of 60 means the student had higher growth than 60 percent of comparable students.



Student Overview Report

This report helps schools to:

- inform, along 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 summary performance on the English language arts and mathematics claims
- view summary performance on the science domains
- view raw score data on social studies disciplines

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
- conduct item-level analysis or item-type reviews that encourage "teaching to the test" rather than to the content standards
- make decisions about continuous improvement goals and strategies for schools or districts

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 based on how long it has historically taken similar students to reach or to maintain proficiency.

Growth data are available for grades 4 through 7 ELA and mathematics.

On grade 3 English language arts reports, Read by Grade 3 indicators are also reported. The Read by Grade 3 law requires schools to retain a student in the third grade if the student's English language arts score is 1252 or below, indicating more than one year behind on reading according to the Michigan Student Test of Educational Progress (M-STEP). This year's class of third graders will be the last students affected by the retention aspects of the law. For now, retention is still a requirement because the law removing this requirement is not effective until the 2023-24 school year.

Student tests are flagged as follows:

- **Meets** Requirements: Scale score 1272 or above: student meets the requirements of the Read by Grade 3 law for promotion to the 4th grade
- Needs **Supports**: Scale score between 1253 and 1271: student needs additional reading supports
- Eligible for **Retention**: Scale score 1252 or below: student is eligible for 3rd grade retention

Subscore (Claim, Domain, or Discipline) Performance – 2

Claims (for English language arts and mathematics) and domains (for science) are reported using subscore performance indicators. Social studies disciplines are reported as Points Earned out of Points Possible (PE/PP) raw score data.

Subscore performance indicators show student performance within each ELA or mathematics claim or science domain. The subscore 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 that 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 that 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 that the student's performance on the standards that make up the claim or domain is below the overall content standard or proficiency cut.

In mathematics, Claim 2 (Problem Solving) and Claim 4 (Modeling and Data Analysis) are combined for reporting purposes because of content similarity. There are still four claims, but only three claim scores will be reported with the overall mathematics score.

To help understand assessment claims and targets, the Michigan Department of Education has produced ELA and mathematics crosswalks for each grade. Educators can use the crosswalks to see the alignment between claims, targets, and content standards. The crosswalks can be found at the M-STEP web page (www.michigan.gov/mstep).

In rare instances, a student may take a sufficient portion of the test to generate an overall scale score, but not complete the test sufficiently to fully evaluate claim-level performance. In these instances, the claim performance indicators are not reported and an asterisk is displayed.

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.

Report Features

Features of the Student Overview Report are described.

Take Action

The Take Action menu is enabled after a report is generated and contains the following options for the report:

- **About this Report** – a document available in the Dynamic Score Reporting Site that describes the data contained in the report
- **PDF Download** – To view a PDF of the report, select "PDF Download." This will open a PDF 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.

Student Growth and Proficiency Report

The Michigan Student Test of Educational Progress (M-STEP) Student Growth and Proficiency Report provides 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.

Student Growth and Proficiency Reports are available for grades 4 through 7 English language arts 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.

The report is divided into three main sections:

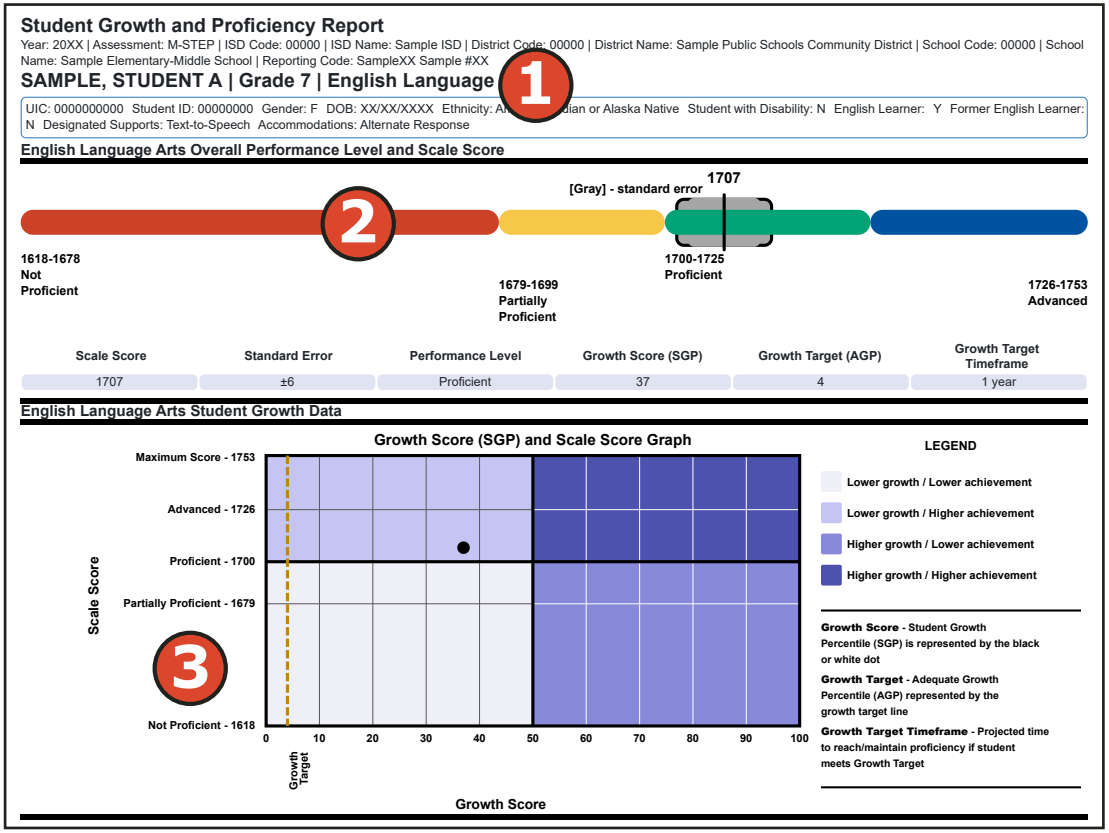
1. Student Demographic Information
2. Overall Content Performance
3. Student Growth Data Graph

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 on the paper answer document are displayed.



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 time frame to reach or to maintain proficiency
- inform, along with other local assessment data, about student proficiency and progress toward proficiency based on Michigan's Academic Standards

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

Overall Content Performance – 2

Overall content area scale 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 include:

- Growth Score (SGP)
- Growth Target Score (AGP)
- Growth Target Time Frame

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 the 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 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.

Student Growth Data Graph – 3

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

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 and lowest possible scale scores are 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 white or black 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** – document available in the Dynamic Score Reporting Site that describes the data contained in the report
- **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.

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.

Target Analysis Report

The Michigan Student Test of Educational Progress (M-STEP) Target Analysis Report provides information about relative strengths and relative weaknesses by assessment target in English language arts and mathematics. The Target Analysis Report is available at the school, district, and state levels. The report provides an overview of relative strengths and weaknesses in English language arts and mathematics by assessment target as compared to student performance on the test as a whole.

The report is divided into two main sections:

1. Number of Students Assessed
2. Claims and Assessment Targets

Target Analysis Report

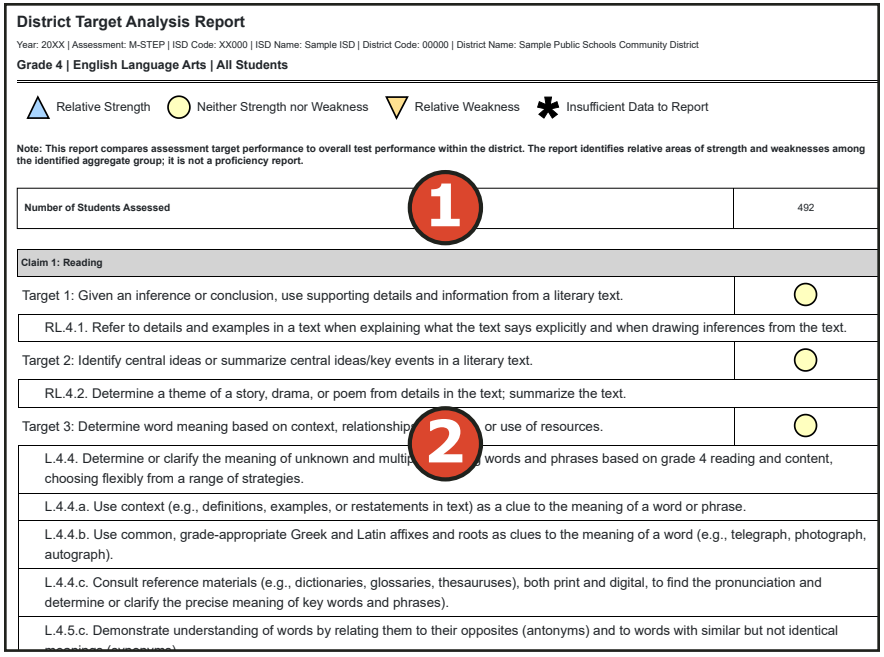
This report provides information about:

- aggregate group relative strengths and weaknesses for ELA and mathematics

Target Analysis Report

This report can help educators:

- identify aggregate group's strengths and weaknesses by assessment target
- analyze curricular alignment to assessment targets; that is, "Are all standards in each assessment target being taught? If so, are they taught 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



District Target Analysis Report

Year: 20XX | Assessment: M-STEP | ISD Code: XX000 | ISD Name: Sample ISD | District Code: 00000 | District Name: Sample Public Schools Community District

Grade 4 | 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 district. The report identifies relative areas of strength and weaknesses among the identified aggregate group; it is not a proficiency report.

Number of Students Assessed	492
Claim 1: Reading	
Target 1: Given an inference or conclusion, use supporting details and information from a literary text.	○
RL.4.1. Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.	
Target 2: Identify central ideas or summarize central ideas/key events in a literary text.	○
RL.4.2. Determine a theme of a story, drama, or poem from details in the text; summarize the text.	
Target 3: Determine word meaning based on context, relationship or use of resources.	○
L.4.4. Determine or clarify the meaning of unknown and multi words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.	
L.4.4.a. Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.	
L.4.4.b. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., telegraph, photograph, autograph).	
L.4.4.c. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases).	
L.4.5.c. Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical	

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 assessment target or received the same number of items on each target).

Claims and Assessment Targets – 2

This report is an aggregate report that shows relative strengths and weaknesses on each assessment target as compared to performance on the test as a whole. The Target Analysis Report is not a proficiency report.

The first row identifies the claim for the content area—either English language arts or mathematics. This row is gray, and the text is bold, blue, and underlined. Each claim row is collapsible.

The first column of the next row lists the assessment targets for the identified claim. By selecting the caret, the Michigan Academic Standards for each assessment target are displayed. Each assessment target row is compared to the test as a whole:

- An upward pointing blue triangle indicates a relative strength in the assessment target 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 assessment target 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 assessment target as compared to the aggregate group's performance on the test as a whole.

Data is reported for assessment targets only when the aggregate group includes all of the following:

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

Take Action

The Take Action menu is enabled after a report is generated and contains the following options for the report:

- **About this Report** – document available in the Dynamic Score Reporting Site that describes the data contained in this report
- **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.

Training materials (https://www.michigan.gov/mde/services/student-assessment/m-step/reporting/target-analysis-report-training-materials) are available for the appropriate use of the Target Analysis Report on the M-STEP web page (www.michigan.gov/mstep). The materials include:

- a resource document that provides information about the report, the data included, and how to use the report
- a training presentation that can be used to provide training to users of the report
- a handout document to be used during training

Topic Bundle Analysis Report

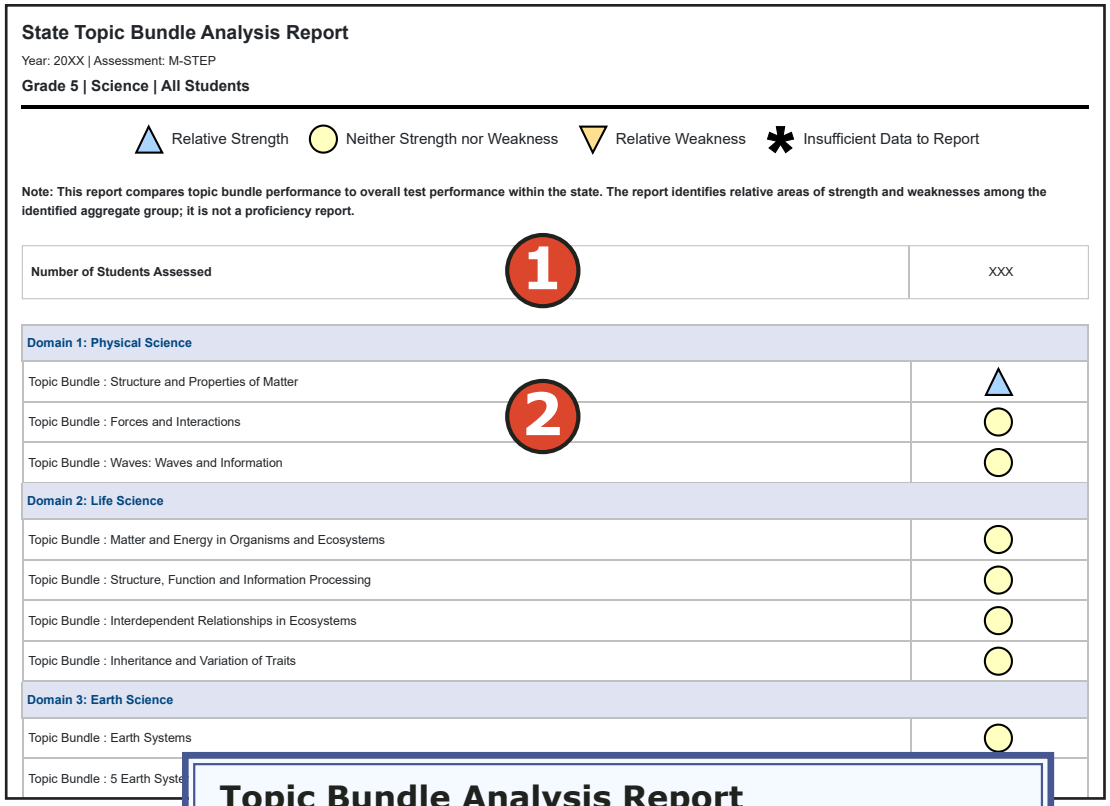
The Michigan Student Test of Educational Progress (M-STEP) Topic Bundle Analysis Report provides information about relative strengths and relative weaknesses by topic bundle in science. The Topic Bundle Analysis Report is available at the school, district, and state levels. The report provides an overview 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. Claims and Assessment Targets

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).



State Topic Bundle Analysis Report

Year: 20XX | Assessment: M-STEP

Grade 5 | 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 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	XXX
Domain 1: Physical Science	
Topic Bundle : Structure and Properties of Matter	△
Topic Bundle : Forces and Interactions	○
Topic Bundle : Waves: Waves and Information	○
Domain 2: Life Science	
Topic Bundle : Matter and Energy in Organisms and Ecosystems	○
Topic Bundle : Structure, Function and Information Processing	○
Topic Bundle : Interdependent Relationships in Ecosystems	○
Topic Bundle : Inheritance and Variation of Traits	○
Domain 3: Earth Science	
Topic Bundle : Earth Systems	○
Topic Bundle : 5 Earth Syste	

1 2

Topic Bundle Analysis Report

This report provides information about:

- aggregate group relative strengths and weaknesses for science

Topic Bundle Analysis Report

This report can help educators:

- 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

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.

The first row identifies the domain. This row is gray, and the text is bold, blue, and underlined. Each domain row is collapsible.

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** – document available in the Dynamic Score Reporting Site that describes the data contained in the report
- **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 social studies discipline, 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

District Expectation Analysis Report

Year: 20XX | Assessment: M-STEP | ISD Code: 00000 | ISD Name: Sample RESA | District Code: 55555 | District Name: Sample Public Schools | Reporting Code: All

Grade 08 | Social Studies | All Students

Discipline H / Expectations (1)	History	No. of Students Assessed per Expectation	Average % Points Earned	Number of Students With: (2) 0-25% Points Earned	26-50% Points Earned	51-75% Points Earned	76-100% Points Earned
7H1.1.02	Compare different calendar systems	1024	50.7	505	0	0	519
6H1.2.01	Explain how historians use a variety of sources	1024	4.3	980	0	0	44
6H1.2.02	Read a historical passage/identify factual knowledge	37	43.2	21	0	0	16
7H1.2.06	Identify the role of the individual in history	37	45.9	20	0	0	17
6H1.4.01	Describe cultural institutions: study an era/region	37	43.2	21	0	0	16
7W1.1.01	Explain human communities: Eastern Hemisphere	37	89.2	4	0	0	33
7W1.1.02	Explain Paleolithic/Neolithic: Africa/Western Europe/Asia	1024	21.3	806	0	0	218
6W1.2.02	Describe natural environment: agricultural settlements	1061	86	149	0	0	912
6W1.2.03	Explain the impact of the Agricultural Revolution	37	89.2	4	0	0	33
7W1.2.01	Describe natural environment: agricultural settlements	1024	48.9	523	0	0	501
7W1.2.03	Compare two early civilizations: Eastern Hemisphere	10					1
6W2.1.01	Explain how environment/agriculture in Western Hemisphere	3					

Expectation Analysis

This report can help educators:

- 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

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

Discipline and Expectation Information – 1

The report displays the discipline being reported in the gray heading area. Each discipline 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.

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 scoring categories: 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** – document available in the Dynamic Score Reporting Site that describes the data contained in the report
- **CSV File Download** – downloadable file that contains all student data found on the report
- **CSV File Format** – describes the data contained in the CSV file download
- **PDF Download** – To view a PDF of the report, select "PDF Download." This will open a PDF document of the reports.

Demographic Subscore Report

The Demographic Subscore Report provides a comparison of students by grade and content in English language arts (ELA), mathematics, and science.

The report is divided into four main sections:

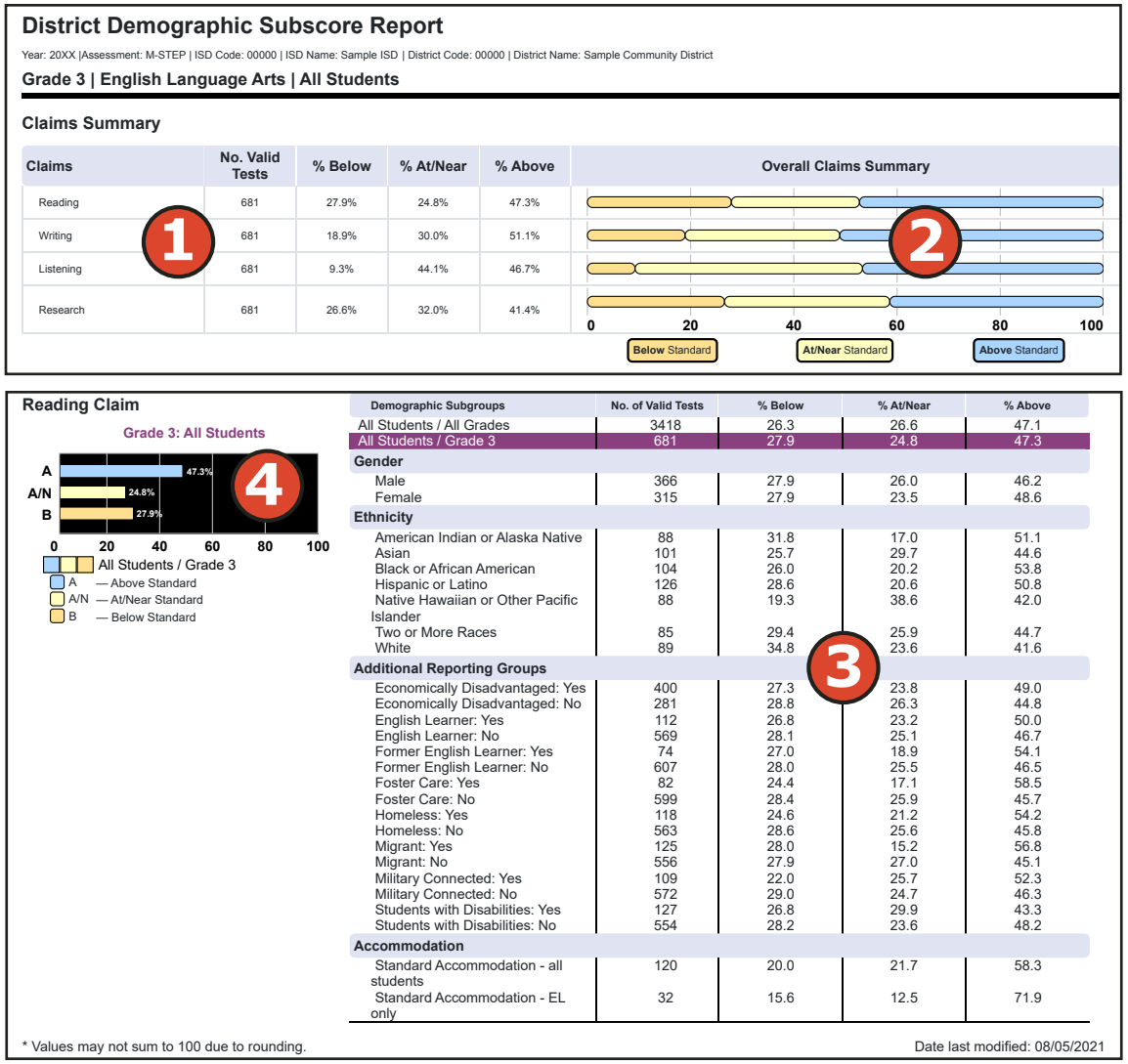
1. Overall Subscore Summary Data Table
2. Overall Claim Performance Indicator Percentages Graphic
3. Demographic Subgroups Claim Performance Indicator Data Table
4. Demographic Subgroup Claim Performance Indicator Percentages Graphic

Overall Subscore Summary Data Table – 1

Overall subscore (claim or domain) summary data for each claim or 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



District Demographic Subscore Report

Year: 20XX |Assessment: M-STEP | ISD Code: 00000 | ISD Name: Sample ISD | District Code: 00000 | District Name: Sample Community District

Grade 3 | English Language Arts | All Students

Claims Summary

Claims	No. Valid Tests	% Below	% At/Near	% Above
Reading	681	27.9%	24.8%	47.3%
Writing	681	18.9%	30.0%	51.1%
Listening	681	9.3%	44.1%	46.7%
Research	681	26.6%	32.0%	41.4%

Overall Claims Summary

0 20 40 60 80 100

Below Standard | At/Near Standard | Above Standard

Reading Claim

Grade 3: All Students

A 47.3%
A/N 24.8%
B 27.9%

0 20 40 60 80 100

All Students / Grade 3
A — Above Standard
A/N — At/Near Standard
B — Below Standard

Demographic Subgroups	No. of Valid Tests	% Below	% At/Near	% Above
All Students / All Grades	3418	26.3	26.6	47.1
All Students / Grade 3	681	27.9	24.8	47.3
Gender				
Male	366	27.9	26.0	46.2
Female	315	27.9	23.5	48.6
Ethnicity				
American Indian or Alaska Native	88	31.8	17.0	51.1
Asian	101	25.7	29.7	44.6
Black or African American	104	26.0	20.2	53.8
Hispanic or Latino	126	28.6	20.6	50.8
Native Hawaiian or Other Pacific Islander	88	19.3	38.6	42.0
Two or More Races	85	29.4	25.9	44.7
White	89	34.8	23.6	41.6
Additional Reporting Groups				
Economically Disadvantaged: Yes	400	27.3	23.8	49.0
Economically Disadvantaged: No	281	28.8	26.3	44.8
English Learner: Yes	112	26.8	23.2	50.0
English Learner: No	569	28.1	25.1	46.7
Former English Learner: Yes	74	27.0	18.9	54.1
Former English Learner: No	607	28.0	25.5	46.5
Foster Care: Yes	82	24.4	17.1	58.5
Foster Care: No	599	28.4	25.9	45.7
Homeless: Yes	118	24.6	21.2	54.2
Homeless: No	563	28.6	25.6	45.8
Migrant: Yes	125	28.0	15.2	56.8
Migrant: No	556	27.9	27.0	45.1
Military Connected: Yes	109	22.0	25.7	52.3
Military Connected: No	572	29.0	24.7	46.3
Students with Disabilities: Yes	127	26.8	29.9	43.3
Students with Disabilities: No	554	28.2	23.6	48.2
Accommodation				
Standard Accommodation - all students	120	20.0	21.7	58.3
Standard Accommodation - EL only	32	15.6	12.5	71.9

* Values may not sum to 100 due to rounding.

Date last modified: 08/05/2021

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 ELA and mathematics claims and science domains overall
- analyze summary performance on the ELA and mathematics claims and science domains by demographic group
- analyze claim- and domain-level curricular alignment and impact by demographic group
- compare claim- and domain-level performance among demographic groups

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 claim or domain performance indicator.

Demographic Subgroup Subscore Performance Indicator Data Table – 3

Subscore performance data for each claim or 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:

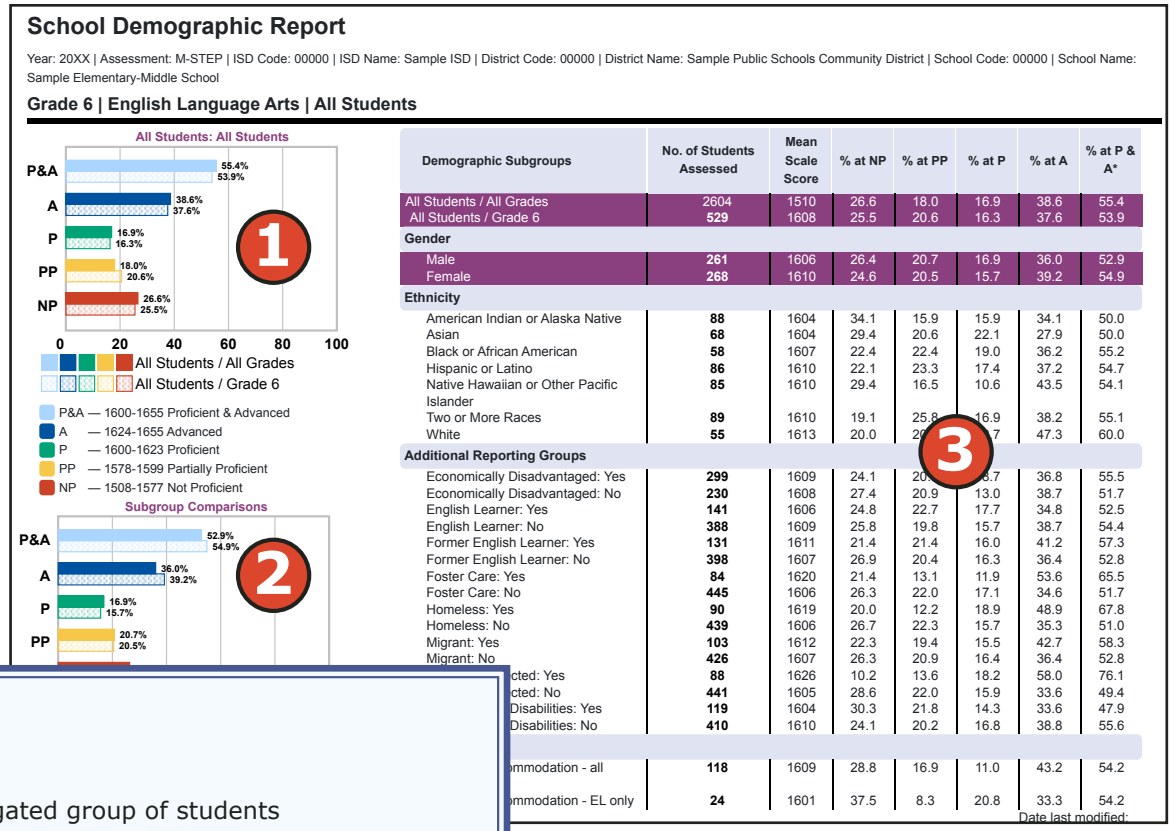
- **About this Report** – document available in the Dynamic Score Reporting Site that describes the data contained in the report
- **CSV File Download** – downloadable file that contains all student data that is contained on the report, according to your selected filters
- **CSV File Format** – file that describes the data contained in the CSV file 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.

Demographic Report

The Demographic Report provides a comparison of students by grade and content, aggregated across selected demographic groups, showing the percentages of students at each performance level (not proficient, partially proficient, proficient, advanced, and proficient and advanced combined). The Demographic Report is available at the school, district, and state levels.

The report is divided into two main sections:.

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



School Demographic Report

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

Grade 6 | English Language Arts | All Students

All Students: All Students

P&A 55.4% 53.9%
A 38.6% 37.6%
P 16.9% 16.3%
PP 18.0% 20.6%
NP 26.6% 25.5%

0 20 40 60 80 100

All Students / All Grades
All Students / Grade 6

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

Subgroup Comparisons

P&A 52.9% 54.9%
A 36.0% 39.2%
P 16.9% 15.7%
PP 20.7% 20.5%

1 2 3

Demographic Subgroups	No. of Students Assessed	Mean Scale Score	% at NP	% at PP	% at P	% at A	% at P & A*
All Students / All Grades	2604	1510	26.6	18.0	16.9	38.6	55.4
All Students / Grade 6	529	1608	25.5	20.6	16.3	37.6	53.9
Gender							
Male	261	1606	26.4	20.7	16.9	36.0	52.9
Female	268	1610	24.6	20.5	15.7	39.2	54.9
Ethnicity							
American Indian or Alaska Native	88	1604	34.1	15.9	15.9	34.1	50.0
Asian	68	1604	29.4	20.6	22.1	27.9	50.0
Black or African American	58	1607	22.4	22.4	19.0	36.2	55.2
Hispanic or Latino	86	1610	22.1	23.3	17.4	37.2	54.7
Native Hawaiian or Other Pacific Islander	85	1610	29.4	16.5	10.6	43.5	54.1
Two or More Races	89	1610	19.1	25.8	16.9	38.2	55.1
White	55	1613	20.0	20	7	47.3	60.0
Additional Reporting Groups							
Economically Disadvantaged: Yes	299	1609	24.1	20	8.7	36.8	55.5
Economically Disadvantaged: No	230	1608	27.4	20.9	13.0	38.7	51.7
English Learner: Yes	141	1606	24.8	22.7	17.7	34.8	52.5
English Learner: No	388	1609	25.8	19.8	15.7	38.7	54.4
Former English Learner: Yes	131	1611	21.4	21.4	16.0	41.2	57.3
Former English Learner: No	398	1607	26.9	20.4	16.3	36.4	52.8
Foster Care: Yes	84	1620	21.4	13.1	11.9	53.6	65.5
Foster Care: No	445	1606	26.3	22.0	17.1	34.6	51.7
Homeless: Yes	90	1619	20.0	12.2	18.9	48.9	67.8
Homeless: No	439	1606	26.7	22.3	15.7	35.3	51.0
Migrant: Yes	103	1612	22.3	19.4	15.5	42.7	58.3
Migrant: No	426	1607	26.3	20.9	16.4	36.4	52.8
cted: Yes	88	1626	10.2	13.6	18.2	58.0	76.1
cted: No	441	1605	28.6	22.0	15.9	33.6	49.4
Disabilities: Yes	119	1604	30.3	21.8	14.3	33.6	47.9
Disabilities: No	410	1610	24.1	20.2	16.8	38.8	55.6
mmodation - all	118	1609	28.8	16.9	11.0	43.2	54.2
mmodation - EL only	24	1601	37.5	8.3	20.8	33.3	54.2

Date last modified:

Demographic Report

This report helps schools to:

- compare overall performance for each aggregated group of students
- 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
- compare demographic group performance to overall performance
- 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

Overall Performance Level Percentages Graphic – 1

A horizontal bar graph displays the percentages of not proficient, partially proficient, proficient, advanced, and proficient and advanced combined for all students in the selected student population, grade, and content area. The legend beneath the graph provides the scale score ranges associated with each performance level.

Demographic Subgroup Performance Level Percentages Graphic – 2

A 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.

Grade 3 English language arts reports also include a Read by Grade 3 graphic. Users may view all grade 3 students and/or selected subgroups.

Demographic Subgroup Performance Level Data Table – 3

Performance level data—including the number of students assessed, the mean scale score, and the percentages of students in each performance level (not proficient, partially proficient, proficient, advanced, and proficient and advanced combined) for all students and for the reported demographic subgroups are displayed in a table.

Read by Grade 3 law indicators are included on grade 3 English language arts reports.

On grade 3 English language arts reports, a Read by Grade 3 indicator graph is displayed under the All Students and Subgroup Comparisons graphs. The Read by Grade 3 Law Indicator graph displays percentages of students who Meet Requirements, Need Supports, and are Eligible for Retention. The legend beneath the graph provides the labels associated with each indicator.

The Read by Grade 3 law requires schools to retain a student in the third grade if the student's English language arts score is 1252 or below, indicating more than one year behind on reading according to the Michigan Student Test of Educational Progress (M-STEP). This year's class of third graders will be the last students affected by the retention aspects of the law. For now, retention is still a requirement because the law removing this requirement is not effective until the 2023-24 school year.

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

Demographic Subscore Report

This report provides information about:

- aggregate group performance by mean scale score and performance level

- 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

Take Action

The Take Action menu is enabled after a report is generated and contains the following options for the report:

- **About this Report** – document available in the Dynamic Score Reporting Site that describes the data contained in the report
- **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

School Demographic Report Drill-Down Feature

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, displaying "Demographic Report – School > Student Roster." Each Demographic Report in the breadcrumb is an active link. To return to the School Demographic Report, the user selects "Demographic Report – School."

The drill-down feature is not available on the state- or district-level Demographic Reports.

Comprehensive Report

The Comprehensive Report provides a comparison of students by grade and content, aggregated across schools, showing the percentages proficient at each level (Advanced, Proficient, Partially Proficient, and Not Proficient). The Comprehensive Report is available at the district level.

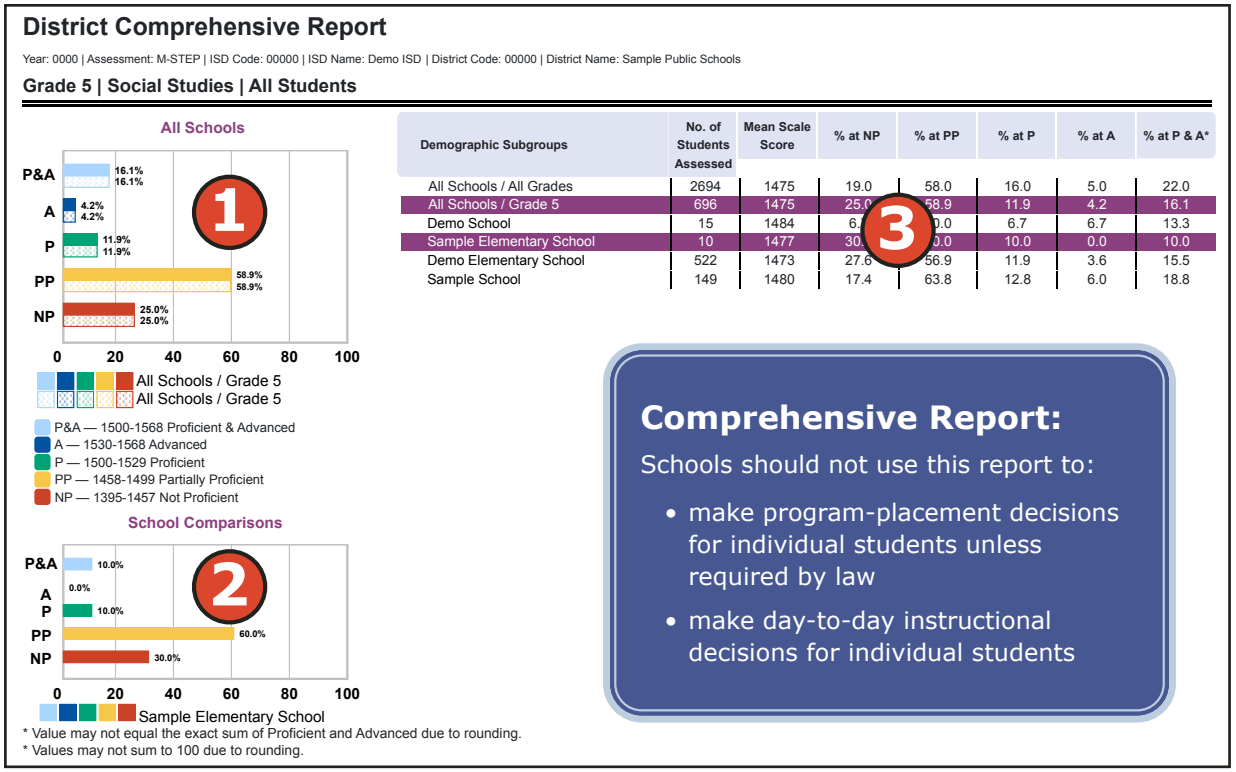
The report is divided into three main sections:

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

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 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.

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



Comprehensive Report:

This report helps schools to:

- compare overall performance for each aggregated group of students
- identify needs for academic program improvement for continuous improvement goals
- analyze school-level and district-level overall performance
- compare school performance to other schools in the district

On grade 3 English language arts reports, a Read by Grade 3 indicator graph is displayed under the All Schools and School Comparisons graphs. The Read by Grade 3 Law Indicator graph displays percentages of students who Meet Requirements, Need Supports, and are Eligible for Retention. The legend beneath the graph provides the labels associated with each indicator.

The Read by Grade 3 law requires schools to retain a student in the third grade if the student's English language arts score is 1252 or below, indicating more than one year behind on reading according to the Michigan Student Test of Educational Progress (M-STEP). This year's class of third graders will be the last students affected by the retention aspects of the law. For now, retention is still a requirement because the law removing this requirement is not effective until the 2023-24 school year.

School Performance Level Percentages Graphic – 2

The user may select up to eight schools in the table to compare against the overall district performance data. Each selected school will be highlighted, and a corresponding horizontal bar graph of the performance level percentages entitled "School Comparisons" will display under the overall performance level graph.

Entity Performance Level Data Table – 3

Performance level data are displayed for the 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, and 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** – document available in the Dynamic Score Reporting Site that describes the data contained in the report
- **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

Drill-Down Feature

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, displaying "District Comprehensive Report > School Demographic Report." Each Comprehensive Report 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 Office of Educational Assessment and Accountability (OEAA) Secure Site (www.michigan.gov/oeaa-secure).

Student Data File

The Student Data File contains detailed individual student data in an Microsoft Excel file. This data includes school information, student demographic data, test administration data, and student performance data.

School information – student intermediate school district (ISD), local 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 Homeschooled information

Test Administration Data – includes online or 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 science and 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 to evaluate data in ways that support school improvement goals or other data-based decision-making purposes.

M-STEP Student Data File Format

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

Please note: fields containing "Reporting Level" information are referring to Claims for ELA/Math, Domains for Science and Disciplines for Social Studies.

Excel Column	Field	Descriptor	Field Type (length)	Format
A	TestCycleID	M-STEP test period and fiscal year	text(20)	
B	ISDCode	ISD code number	varchar(5)	99999
C	DistrictCode	District code number	varchar(5)	99999
D	SchoolCode	School code number	varchar(5)	99999
E	Grade	Student grade	varchar(2)	99
F	LastName	Student last name	varchar(25)	
G	FirstName	Student first name	varchar(25)	
H	MiddleInitial	Student middle initial	char(1)	9
I	Gender	Student's gender M = Male, F = Female	char(1)	9
J	Ethnicity	Student's ethnic code 0 = Native Hawaiian or Other Pacific Islander 1 = American Indian or Alaska Native 3 = Black or African American 4 = Hispanic or Latino 5 = White 6 = Two or more Races 9 = Asian	int(1)	9
K	UIC	Student UIC	char(10)	9999999999
L	StudentNumber	Student number from local school district	varchar(20)	
M	BirthDate	Student's date of birth	datetime(8)	mm/dd/yyyy
N	Barcode	Student's barcode number	varchar(10)	9999999999
O	ED	Economically disadvantaged Y = Yes, N = No	char(1)	9
P	EL	English learner Y = Yes, N = No	char(1)	9
Q	FEL	Former English learner Y = Yes, N = No	char(1)	9
R	FosterCare	Student is in foster care Y = Yes, N = No	char(1)	9
S	Homeless	Homeless student Y = Yes, N = No	char(1)	9

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Aggregate Data File

The Aggregate Data File contains aggregated student performance data. This data includes information on the selected school, 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, domain, 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.

M-STEP Aggregate Data File Format

The downloaded file containing M-STEP aggregate data is a Comma Delimited File (CSV) with the following fields in order:

Excel Column	Field	Descriptor	Field Type and Length
A	TestCycle	Test name and year	text(20)
B	ISDCode	ISD code	varchar(05)
C	ISDName	ISD name	varchar(50)
D	DistrictCode	District code	varchar(05)
E	DistrictName	District name	varchar(50)
F	SchoolCode	School code	varchar(05)
G	SchoolName	School name	varchar(50)
H	Grade	Tested grade	varchar(02)
I	Subject	English Language Arts Mathematics Science Social Studies	varchar(20)
J	SubGroupType	All Students Economically disadvantaged (ED) English learner (EL) Ethnicity Former English learner (FEL) Foster Care Gender Homeless Migrant (MS) Military Connected Standard Standard - EL	varchar(20)
K	DemographicSubGroup	All Students Female Male Students With Disabilities American Indian or Alaska Native Asian Black or African American Hispanic or Latino Native Hawaiian or Other Pacific Islander Two or More Races White No *(not used for All Students, Ethnicity, Gender)* Yes *(not used for All Students, Ethnicity, Gender)*	char(37)
L	AvgSS	Average scale score of selected group	integer
M	StdDev	Standard deviation of selected group	integer

1

Section 7: Additional Resources

Additional Sources of Assessment Results

MI School Data

MI School Data (www.michigan.gov/mischooldata) is an online public portal that provides views of Michigan education data. This information is intended to help educators make 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 directly through the district's Student Information System (SIS). MiLearn is updated daily using data from the Michigan Data Hub 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 their reports. Currently, districts on the Michigan Data Hub that use PowerSchool, MISTAR, Skyward, Infinite Campus, 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. Districts control who sees their data. District administrative staff configure their system security to locally govern which data is provided to their users. Since MiLearn receives rostering updates nightly, local data is always current and reflects the current school and district enrollment. This also means available state assessment results for new students in the district can be seen the next day.

Currently, MiLearn houses three years' worth of data for M-STEP (including PSAT, SAT, and ACT), WIDA, and MI-Access results. Early Literacy and Mathematics Benchmark Assessment reports will be available soon. For more information on MiLearn, please contact Tim Hall at hallt@michigan.gov.

General Resources

General resources are available on the M-STEP web page (https://www.michigan.gov/mstep).

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

Resources available on the M-STEP web page:

- M-STEP Parent Guides—available in English and translated versions of Spanish and Arabic
- Videos and information regarding Computer Adaptive Testing (CAT)
- Statewide Summative Assessments Calendars
- M-STEP: What it is, What it means, and What it Offers—presentation
- Online Practice for M-STEP ELA, mathematics, science, and social studies
- Sample Item Sets
- Mathematics and ELA Crosswalk documents with Claims, Targets, and Standards

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

Section 8: Glossary

- **Assessment Target:** Targets further clarify the knowledge and specific skills that cross over a cluster of standards.
- **Claim:** Claims are used as a means to organize assessment targets. Claims apply to ELA and mathematics.
- **Discipline:** 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):** 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):** 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:** This is the amount of time the growth target 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.
- **Invalid Test:** 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.
- **Item:** A test question or stimulus presented to a student to elicit a response.
- **Lowest and Highest Obtainable Theta (LOT and HOT):** Extreme value scores (both high and low) are ceiling and floor scores of the full distribution of scores. These are often (but not always) tests with all-correct or all-incorrect responses. Using standard psychometric procedures, LOT and HOT scores are established for each grade to create the range of scale scores.



- **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.
- **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.
- **Passage-based Writing Prompt (PBW):** The PBW is an ELA constructed response item wherein students are presented with either a literary or informational reading passage. Based on the passage, students receive a writing prompt requiring them to respond to the prompt using supporting evidence from the passage.
- **Performance Indicator Graphs:** Claim performance for individual ELA and mathematics claims is indicated by the Claim Performance Indicator graph. The graph provides a visual representation of student performance relative to the range of possible performance within each claim. The orange portion of the graph indicates that the student is most at risk of falling behind on a claim. The yellow portion of the graph indicates that attention may be indicated for a student to continue meeting the claim. The blue portion of the graph indicates that the student is making adequate progress on a claim.
- **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.
- **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.
- **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.
- **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
- **Topic Bundle:** A topic bundle is a group of standards that share things in common. These commonalities allow instruction to be coordinated logically and functionally around a common phenomenon, theme, or problem.

Section 9: Contact Information

School administrators, teachers, and counselors should become familiar with the report layouts and information contained in this document. After reviewing this Interpretive Guide to Reports, you can contact the Michigan Department of Education Office of Educational Assessment and Accountability (OEAA), using the contact information listed below, for additional information about M-STEP administration procedures, content, scheduling, and/or appropriate assessment of or accommodations for students with disabilities or English Learners (ELs).

Office of Educational Assessment and Accountability

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