mme

Michigan Merit Examination

Spring 2012 Guide to Reports

MICHIGAN Department of Education

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Introduction

The Michigan Merit Examination (MME) is used to assess Grade 11 and eligible Grade 12 students on Michigan's reading, writing, mathematics, science, and social studies high school content standards and expectations. The MME has three distinct components:

1) the ACT Plus Writing college entrance examination,
2) WorkKeys job skills assessments in Reading for Information, Applied Mathematics, and Locating Information, and
3) Michigan-specific assessments in mathematics, science, and social studies.

Each component is administered on a different day. The ACT Plus Writing component is administered on Day 1, the WorkKeys component is administered on Day 2, and the Michigan component is administered on Day 3.

This guide was developed to assist educators in understanding and using the Spring 2012 Michigan Merit Examination (MME) results. The reports prepared for the MME include both individual-level reports (Parent Reports, Individual Student Reports, Student Rosters, and Student Record Labels) and aggregate-level reports (Demographic Reports, Summary Reports, and Comprehensive Reports). ***Schools must distribute the MME Parent Reports to students' parents or guardians as soon as possible when the printed reports are received.***

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

1) all students,
2) students with disabilities (SWD), and
3) all except students with disabilities (AESWD).

Printing Reports

Printing Options

Reports included in the district and school packets are listed in the table on the next page. Included in the table is a brief description of each report, a list of the student populations represented in the report, and the report recipients. Detailed descriptions and key components of the reports are provided in Section 3 of this document.

Districts have two printing options:

1) The full print option, (all available reports); or

2) The "green" option (default)

The green option reduces the number printed reports to individual student reports, parent reports, and student records labels only. The printing option was selected at the district level; or if no option was selected by your district representative, the green option was selected automatically. Regardless of the selection, all reports continue to be available on the BAA Secure Site (www.michigan.gov/baa-secure) under the "Reports" tab by selecting "Student Test Scores."

The Bureau of Assessment and Accountability (BAA) welcomes your comments and feedback. We are committed to providing Michigan students, educators, parents, and other stakeholders an assessment program of the highest quality and reliability.

Print Suppression

If you do not receive printed reports, or cannot access the electronic reports from the BAA Secure Site for all student and aggregate groups, the reasons may be:

- Invalid student scores – Students who have been marked as Prohibitive Behavior, Non-standard accommodation, not flagged as Special Education in the Michigan Student Database System (MSDS), test misadministration, or out-of-level testing would not receive a valid score or reports.
- Aggregate reports are not produced if the number of students assessed is below 10 for a content area.

  The threshold for printing reports is 10 or more students in each content area on the aggregated reports. The print suppression rule will apply to those content areas below 10.
- Schools may also have unpaid fees for missing barcode labels. Unpaid fees suppress the reports for all current and future administrations. Once payment in full is received by the contractor, the reports are released.
- If you received only parent reports, individual student reports and student labels, it is likely that the district did not choose the green reporting option and had it selected as the default mentioned earlier.

Spring 2012 MME Report List

Reports*	Type	Sent To	Report Description
Student Roster (by subject)†	Student	School	MME scale scores, performance levels, and subscores for each student on the roster (reading, writing, mathematics and science subscores are reported by standard; social studies subscores are reported by domain)
Student Record Label	Student	School	MME scale scores and performance levels by subject in label format for student record folders
Parent Report	Student	School	MME scale scores, performance levels, and standard/domain subscores by subject, as well as ACT and WorkKeys scores
Individual Student Report	Student	School	MME scale scores, performance levels, and standard/domain subscores by subject, as well as ACT and WorkKeys scores
Demographic Report**†	School	School, District	MME mean scale scores and percentage of students attaining each performance level by subject (for demographic subgroups with 10 or more students)
	District	School, District	
	State	***	
Summary Report**†	School	School, District	MME mean scale scores, the percentage of students attaining each performance level by subject, points possible, and the percentage of students attaining each raw score range in each standard/domain
	District	School, District	
	State	***	
Comprehensive Report**†	District	District	MME mean scale scores and the percentage of students attaining each performance level by subject. District reports display one row of data for the district and one row for each school in the district. ISD reports display one row of data for the ISD and one row for each district and PSA in the ISD
	ISD	***	

**All reports present data broken out by subject. MME domain or standard subscores are presented where applicable.*

***Separate reports are produced for three groups: 1) all students, 2) students with disabilities, and 3) all except students with disabilities.*

****Reports are produced only in PDF form for retrieval from the BAA Secure Site.*

†Reports will NOT be provided in hard copy if the district selected the "green" print option. (All reports are available on the BAA Secure Site.)

Section 1: Scoring

Definitions

Item Scores (MME)

There are two types of items on the MME, Multiple Choice (MC) and Constructed Response (CR) items. Item scores are used to report subscores for each content standard assessed in reading, writing, mathematics, and science. Social studies subscores are reported at the domain level. Item scores are also used in the statistical models and transformations that result in scale scores. The statistical models used to create MME scale scores are indifferent as to whether the items come from the ACT, WorkKeys, or Michigan components.

Multiple Choice Item Scores (MME)

The majority of the MME is comprised of MC items, where students select a single choice from the available options, only one of which is a correct response to the item. Students who select the correct option receive a score of one (1) on a multiple choice item, versus those who select one of the incorrect options, select multiple options, or do not respond at all will receive a score of zero (0).

To improve the alignment of the MME with the Michigan high school content standards, only select items from the ACT and WorkKeys components, along with all operational items from the Michigan component, contribute toward the MME subject scores. The string of responses from the multiple choice items (e.g. 1,0,0,0,1,…,1) serve as input for the statistical models used to derive scale scores. See Section 2 for a detailed explanation on how the MME scale score is derived. Multiple Choice items are scanned and scored by computer, whereas Constructed Response items are handscored using highly qualified scorers and strict procedures.

Due to the security requirements of the ACT and WorkKeys assessments, MC item scores are not reported at the individual item level.

Constructed Response Item Scores (MME)

The ACT writing prompt is the one CR item on the MME. On this item, students are presented with a prompt indicating what they should write about. ACT, Inc. is responsible for scoring the writing prompt. The writing prompt and scoring rubric are proprietary information of ACT, Inc. Attainable scores range from 2-12 for scored responses. If the constructed response was not scored by ACT, see the Spring 2012 MME Student Data File field "ACTWritingIndicatorProblem" for the reason code. In addition, the student roster provides constructed response comment codes for ACT Writing. These codes can also be found in the student data file in fields, "ACTRaterCommentCode1" – "ACTRaterCommentCode4." Further information on ACT comment or condition codes can be obtained from ACT, Inc.

A file layout for the Spring 2012 MME Student Data File is located on the BAA Secure Site (www.michigan.gov/baa-secure) under Student Test Scores, Report Descriptions, once the "Spring 2012 MME" test cycle has been selected.

Scale Scores (MME)

MME scale scores are created from statistical scoring models that make use of each student's responses to selected Multiple Choice (MC) items and the Constructed Response (CR) item, where applicable. The purpose is to model students' overall achievement on each subject based on the Michigan high school content standards. MME scale scores are equated from year to year, and form to form. Differences in the difficulty of items from one year to the next, or from one form to the next, are accounted for in the calculations of the scale score for the current test cycle. Therefore, MME scale scores from the same subject can be compared against each other regardless of the form of the MME the student took.

The MME scale scores are explained in greater detail in Section 2 of this Guide to Reports.

Subscores (MME)

MME subscores are reported as the number of points earned in a particular high school content standard (e.g. E2 Earth Systems, B4 Genetics). Unlike scale scores, the subscores are not equated from year to year and are sample/item dependent. As a result, subscores cannot be compared from year to year. In addition, the difficulty of items from one content standard may be very different than the items from another content standard, so it is not appropriate to compare subscores from different content standards within the same year.

Subscores from within the same subject can be reasonably interpreted in relation to the average subscore. For example, when a student scores far above the average subscore on one standard, but far below the average subscore on another standard, it is reasonable to interpret the scores as indicating that the student has greater needs in the standard where he or she scored far below average.

NOTE: *In Spring 2008, science subscores were reported for the five domains. Since Spring 2009, science subscores are reported by the 16 high school science content standards.*

Performance Levels (MME)

MME scale scores within each subject area can be described in ranges. The labels applied to these ranges are known as performance levels. The MME performance levels are:
(1) Advanced, (2) Proficient, (3) Partially Proficient, and (4) Not Proficient. The divisions between the levels are often referred to as cut scores.

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 demonstrate.

Based upon these detailed descriptions and actual assessment items, the panel recommends the score that best separates each performance level from the next to the Michigan Superintendent of Public Instruction. The Superintendent of Public Instruction then recommends the results of the standard setting (or modifications of these standards) to the Michigan State Board of Education (SBE). The SBE is the authority who approves the final cut scores and performance level ranges. While the performance level descriptors

necessarily differ by subject area, student achievement (as defined by the obtained performance level) can be reasonably compared across subjects. Such a comparison could be used to indicate whether students are meeting Michigan performance expectations in each subject.

ACT Scores

The ACT composite score is an overall college readiness score that is created from the ACT scores in English, reading, mathematics, and science. The scoring range for the ACT is 1 to 36 for English, reading, mathematics, science, and for the overall (or composite) score. The ACT writing score is derived from the scores on the writing prompt administered as an additional ACT component. It is scored from 2-12 for student responses that are able to be scored, and is reported as dashes (--) for responses that are not able to be scored. See the Spring 2012 MME Student Data File field "ACTWritingIndicatorProblem" for the condition code.

Students who tested with a state-allowed accommodation (rather than an ACT-approved accommodation) will received ACT scores; however, these scores are not college-reportable. These students' individual student and parent reports will indicate their scores are not college-reportable and these students will not receive a separate score report from ACT. An ACT results letter for each student that tested with state-allowed accommodations will be sent to high school principals at the end of September 2012.

WorkKeys Scores

The WorkKeys score categories are: <3, 3, 4, 5, 6, and 7 for the Applied Mathematics and Reading for Information WorkKeys tests, and <3, 3, 4, 5, and 6 for the Locating Information test. Each score category represents a described level of performance and is an indicator of work readiness. The WorkKeys scale cannot reliably distinguish between students scoring less than a 3. For this reason, a <3 symbol is reported for students with scores of less than 3 (in the student data file a zero is used to indicated a student has not yet attained a score of 3 or higher). More information regarding the WorkKeys test and scores can be found on ACT's website at www.act.org/workkeys.

If a student achieves a score of 5 or higher on all three WorkKeys tests, the student is eligible for a Gold National Career Readiness Certificate (NCRC). A student achieving a score of 4 or higher on all three tests, is eligible for a Silver NCRC, and a score of 3 or higher on all tests, is eligible for a Bronze NCRC. Starting in 2011, ACT introduced the Platinum Level of the Certificate, which requires a score of 6 or higher on each of the three WorkKeys tests. Qualified ELL students who received translation assistance (in a language other than English) for WorkKeys test items are not eligible for the NCRC. For more information on the NCRC, please visit www.myworkkeys.com.

New cut scores, representing Michigan Career and College Readiness Benchmarks, are in effect beginning in the 2011-2012 school year. These new cut scores require students to attain a higher score than in the past in order to reach the Partially Proficient, Proficient, or Advanced performance levels in the content areas of mathematics, reading, science, and social studies.

For more information, please visit www.michigan.gov/mme.

MME Score Categories and Scale Score Ranges for Spring 2012

Subject	Level 4 Not Proficient	Level 3 Partially Proficient	Level 2 Proficient	Level 1 Advanced
Reading	(950-1080)	(1081-1107)	(1108-1140)	(1141-1250)
Writing	(950-1050)	(1051-1099)	(1100-1145)	(1146-1250)
Mathematics	(950-1092)	(1093-1115)	(1116-1137)	(1138-1250)
Science	(950-1105)	(1106-1125)	(1126-1143)	(1144-1250)
Social Studies	(950-1096)	(1097-1128)	(1129-1157)	(1158-1250)

Section 2: Explaining the MME Scale Score

There are two important questions about the Michigan Merit Examination (MME) that are answered in this section:

1) What is the relationship between ACT, WorkKeys, and MME scores?

2) What is the relationship between the number of points earned on the MME and the scale score?

What is the relationship between ACT, WorkKeys, and MME scores?

Students who take the MME receive separate ACT and WorkKeys scores that are based on a separate scoring system that is proprietary information of ACT, Inc. The overall MME score is derived from a selected set of contributing test items answered by each student for each subject, regardless of where those test items come from (i.e., the ACT, WorkKeys, or Michigan components). A table showing the test components that contributed to each MME subject score is included at the end of this section for your reference.

What is the relationship between the number of points earned on the MME and the scale score?

On the old high school MEAP assessment, there was a table for each subject area that described a one-to-one relationship between the number of points earned by a student and the scale score earned by the student. This one-to-one relationship between points earned and scale score is a by-product of the statistical scoring model used for scoring the high school MEAP assessment.

That scoring model worked relatively well for the high school MEAP assessment, but is problematic for the MME for two reasons:

1) The items on the MME tend to be significantly harder than the items on the high school MEAP assessment. The increased difficulty tends to lead to higher levels of guessing on items by students. The scoring model for the high school MEAP assessment did not account for guessing behavior.

2) The items on the MME vary widely in their ability to distinguish between students with high and low achievement. Therefore, some items give significantly more information about the level of achievement of individual students than other items. The variation in the information provided by each item was not incorporated in the high school MEAP assessment scoring model.

Inaccurate scores could occur for a significant number of students if these realities were not accounted for. Therefore, a different statistical scoring model has been applied to the MME. This model takes into account the increased level of guessing on the MME.

It also incorporates differences in information about student achievement provided by different items. This model is well-researched, well-validated, and well-implemented in many testing programs.

In this more sophisticated model, there is still a strong relationship between the number of points earned and the scale score received by an individual student, but it is no longer a one-to-one (linear) relationship. Students who earn the same number of points will not necessarily have the same scale score, although the scale scores will be similar. Three concrete examples are given below showing how this can occur:

Jim and Sue both earned 40 out of 50 points, but Sue earned a higher scale score. For the most part, both Jim and Sue got the same items right and wrong, but there were some items where they differed. The items that only Sue answered correctly tended to be much more difficult than the items that only Jim answered correctly. As a result, Sue's scale score was higher than Jim's.

Jane and John both earned 25 out of 50 points, but Jane earned a higher scale score. For the most part, both John and Jane got the same items right and wrong, but there were some items where they differed. The few items that only Jane answered correctly provided more insight into whether a student is a high achiever. The items that only John answered correctly were less informative about students' level of achievement. Therefore, Jane's scale score was slightly higher than John's.

Betty and Bill both earned 29 out of 50 points, but Bill earned a higher scale score. For the most part, both Bill and Betty got the same items right and wrong, but there were some items where they differed. The few items that only Betty answered correctly had correct answers that were relatively easy to guess. On the other hand, the items that only Bill answered correctly had correct answers that were quite difficult to guess. Therefore, Bill's scale score was slightly higher than Betty's.

In the MME scoring model, it is the pattern of correct and incorrect responses that determines a student's scale score rather than the number of points earned by that student. This reflects that there are many different ways to earn the same number of points, some of which indicate greater achievement than others.

In relation to scoring models, the high school MEAP assessment used a simple Item Response Theory (IRT) model: the Rasch Partial Credit (1-parameter) model. In contrast, the MME uses a more sophisticated IRT model: the Generalized Partial Credit Model (GPCM). There were two strong reasons for selecting the GPCM over the 1-parameter model.

1) The ACT items tend to be more difficult than the items on the former high school MEAP assessment, and therefore, students are more likely to guess on those items. The more sophisticated model adjusts to some degree for guessing behavior (but it does not penalize students for guessing).

2) With the former high school MEAP assessment, the Bureau of Assessment and Accountability (BAA) was able to control the construction of the test to maximize fit to the Rasch model, which makes a strong assumption that all items in an assessment are equally related to overall achievement. With the MME, approximately half of the items contributing to each subject score lie outside the control of BAA, and the fit to the Rasch model cannot be maximized through regular test construction practices. The more sophisticated model incorporates the degree to which individual items are related to the overall set of items being used to measure student achievement rather than making the assumption that all items are equally informative about student achievement.

Spring 2012 MME Contributing Components

The table below identifies the components of the Michigan Merit Examination (MME) that a student must take to get a valid score for each of the MME content areas. For example, if the student and school want to get a mathematics score, the student must take the ACT mathematics assessment, the WorkKeys Applied Mathematics and Locating Information assessments, AND the Michigan mathematics assessment. The most valid scores are obtained by students who do their best on all assessment components.

Not participating in any session will make it impossible to obtain a valid score for one or more subjects of the MME. This affects the student's ACT, WorkKeys, and MME scores, and the school/district AYP 95% participation and performance, and the EdYES! accountability scores. All students should be encouraged to participate in all sessions and to do their best on all items.

MME Components and Sections

MME Day	MME Component	Sections	Reading	Writing	Mathematics	Science	Social Studies
Day 1	ACT Plus Writing	English		S			
		Mathematics			S		
		Reading	S				
		Science				S	
		Writing		A			
Day 2	WorkKeys	Reading for Information	S				
		Applied Mathematics			S		
		Locating Information			S		S
Day 3	Michigan Component	Mathematics			A		
		Science				A	
		Social Studies					A

NOTE: *The darkest shaded area shows the sections in each component that contribute to a student's MME score in each subject area. An "**A**" means all operational items in that section contribute to the student's MME score, and an "**S**" means select items in that section contribute to the MME score.*

High School Content Expectations and the MME

Information regarding the Michigan High School Content Expectations (HSCE) can be found at www.michigan.gov/highschool. The assignment of MME-assessable HSCE is explained in the document titled "Expectations for Success with the Michigan Merit Exam," which delineates the content eligible for inclusion on the MME. This document can be accessed though the following link: www.mi.gov/documents/mde/SMALL_Expectations_for_Success_With_the_MME_Final_9-16-09_292382_7.pdf.

Section 3: Report Descriptions

Spring 2012 MME Sample Reports

The sample reports included in this section are intended to provide examples of the report formats, data organization, and types of information contained in each report. These sample reports were produced prior to availability of real data. Data contained in these sample reports do not refer to any specific district, school, assessment item, or any specific student.

Reading and Writing Student Roster

The Student Roster provides detail information for each student assessed, reported by class or group. The detail information includes student scores for each high school content standard assessed within each subject area. Page numbers are printed in the center at the bottom of each report page. A sample Reading and Writing Student Roster is presented on the following page.

Section A identifies the title of the report, the grade level reported, the assessment cycle, and the subject area. The class/group code (if provided by the school), the school name and code, and the district name and code are also reported.

Section B lists each student's name followed by their unique identification code (UIC) and date of birth (DOB).

Section C provides information for reading and writing detailed by student:

- Scale Score
- Performance Level
- The following information by high school content standard (e.g., R2.1 Strategy, R2.2 Meaning, etc.):
  - — Number of possible points
  - — Number of points earned by the student
- The following information for the ACT constructed response item:
  - — Score (constructed response score points)
  - — Comment or condition codes

ACT writing score points are included in the W1.3 Purpose and Audience subscore.

NOTE: *"NA" in the Performance Level column indicates that the student did NOT receive a valid MME score in that subject area and does NOT count as assessed for AYP. Any of the five issues listed below will result in the student receiving an MME score that is NOT valid:*

1) student received a nonstandard accommodation during test administration (standard subscore data will be reported),
2) student did not meet attemptedness in one or more of the required components for that subject,
3) student was dismissed for prohibited behavior during the test administration,
4) student was involved in a test misadministration on the part of the school, or the
5) student did not include the form code on their answer document (answer document could not be scored).

MICHIGAN Department of Education

District Name: **SAMPLE DISTRICT**
District Code: **99999**

STUDENT ROSTER

Grade 11
Spring 2012

A

READING and WRITING

mme™ Michigan Merit Examination

Class/Group :
School Name : **SAMPLE SCHOOL**
School Code : **99999**

Student Information	MME Reading						MME Writing							
	Scale Score	Performance Level	R2.1 Strategy	R2.2 Meaning	R2.3 Independent	L3.1 Close Reading	Scale Score	Performance Level	W1.1 Writing Process	W1.3 Purpose and Audience	W1.4 Inquiry and Research	LAN4.1 Use of Language	ACT Writing Score**	ACT Writing Comment/ Condition Codes***
Points Possible			24	16	7	4			16	28	2	11	12	
LASTNAMEXXXXXXXXXXXXXXXXXX, FIRSTNAMEXXXXXXXX UIC: 1234567890 DOB: 01/01/1900	NA	NA					NA	NA						
LASTNAMEXXXXXXXXXXXXXXXXXX, FIRSTNAMEXXXXXXXX UIC: 1234567890 DOB: 01/01/1900	1150	1	22	12	6	3	1117	2	13	21	1	6	9	33
LASTNAMEXXXXXXXXXXXXXXXXXX, FIRSTNAMEXXXXXXXX UIC: 1234567890 DOB: 01/01/1900	1157	1	23	14	6	3	1111	2	10	21	2	5	8	33
LASTNAMEXXXXXXXXXXXXXXXXXX, FIRSTNAMEXXXXXXXX UIC: 1234567890 DOB: 01/01/1900	1102	3	13	10	5	3	1093	3	9	13	[illegible]	[illegible]	7	21, 32, 52
LASTNAMEXXXXXXXXXXXXXXXXXX, FIRSTNAMEXXXXXXXX UIC: 1234567890 DOB: 01/01/1900	1117	2	16	10	6	2	1091	3	8	15	[illegible]	[illegible]	7	33
LASTNAMEXXXXXXXXXXXXXXXXXX, FIRSTNAMEXXXXXXXX UIC: 1234567890 DOB: 01/01/1900	1073	4	8	6	4	1	1085	3	9	10	1	4	6	21, 32
LASTNAMEXXXXXXXXXXXXXXXXXX, FIRSTNAMEXXXXXXXX UIC: 1234567890 DOB: 01/01/1900	1130	2	16	11	6	2	1099	3	7	19	1	5	8	33
LASTNAMEXXXXXXXXXXXXXXXXXX, FIRSTNAMEXXXXXXXX UIC: 1234567890 DOB: 01/01/1900	1145	1	23	14	6	2	1130	2	13	25	2	8	11	35, 55
LASTNAMEXXXXXXXXXXXXXXXXXX, FIRSTNAMEXXXXXXXX UIC: 1234567890 DOB: 01/01/1900	1151	1	20	16	4	3	1140	2	15	24	2	8	8	33
LASTNAMEXXXXXXXXXXXXXXXXXX, FIRSTNAMEXXXXXXXX UIC: 1234567890 DOB: 01/01/1900	1120	2	16	10	4	1	1113	2	10	20	2	7	8	33, 42
LASTNAMEXXXXXXXXXXXXXXXXXX, FIRSTNAMEXXXXXXXX UIC: 1234567890 DOB: 01/01/1900	1148	1	17	16	6	3	1122	2	13	19	1	9	8	33, 42
LASTNAMEXXXXXXXXXXXXXXXXXX, FIRSTNAMEXXXXXXXX UIC: 1234567890 DOB: 01/01/1900	1114	2	15	10	3	2	1095	3	7	16	0	6	8	33, 42
LASTNAMEXXXXXXXXXXXXXXXXXX, FIRSTNAMEXXXXXXXX UIC: 1234567890 DOB: 01/01/1900	1121	2	13	10	5	4	1104	2	11	16	1	7	7	22, 64
LASTNAMEXXXXXXXXXXXXXXXXXX, FIRSTNAMEXXXXXXXX UIC: 1234567890 DOB: 01/01/1900	NA	NA*	14	10	6	2	NA	NA*	11	20	2	6	8	33, 42
LASTNAMEXXXXXXXXXXXXXXXXXX, FIRSTNAMEXXXXXXXX UIC: 1234567890 DOB: 01/01/1900	1110	2	14	8	5	2	1102	2	9	18	2	5	8	33, 42

B

C

Performance Level	Reading Scale Score Range	Writing Scale Score Range
1 - Advanced	(1141 - 1250)	(1146 - 1250)
2 - Proficient	(1108 - 1140)	(1100 - 1145)
3 - Partially Proficient	(1081 - 1107)	(1051 - 1099)
4 - Not Proficient	(950 - 1080)	(950 - 1050)

NA - Score Data unavailable in this subject for this student because valid data for one or more components of the subject are not available. See Guide to Reports for more information.
* Student does not count as assessed due to a nonstandard accommodation.
** The ACT Writing score is included in the W1.3 Purpose and Audience data.
*** For more information go to http://www.act.org/aap/writing/sample/comments.html

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Spring 2012 RunDate: 04/24/2012 P0D422003

Mathematics, Science, and Social Studies Student Rosters

The Student Roster provides detail information for each student assessed, reported by class or group. The detail information includes student subscores for each high school content standard assessed in mathematics and science. Social studies subscores are reported at the domain level. Page numbers are printed in the center at the bottom of each report page. Sample student rosters for mathematics, science, and social studies are presented on the following three pages.

Section A identifies the title of the report, the grade level reported, the assessment cycle, and the subject area. The class/group code (if provided by the school), the school name and code, and the district name and code are also provided.

Section B lists each student's name followed by their unique identification code (UIC) and date of birth (DOB).

Section C provides the following information, detailed by student:

- Scale Score
- Performance Level
- The following information reported by standard (mathematics and science) or by domain (social studies):
  - — Number of possible points
  - — Number of points earned by the student

NOTE: *In Spring 2008, mathematics subscores began to be reported by standard. Since Spring 2009, science subscores are also reported by standard.*

NOTE: *"NA" in the Performance Level column indicates that the student did NOT receive a valid MME score in that subject area and does NOT count as assessed for AYP. Any of the five issues listed below will result in the student receiving an MME score that is NOT valid:*

1) student received a nonstandard accommodation during test administration (standard subscore data will be reported),
2) student did not meet attemptedness in one or more of the required components for that subject,
3) student was dismissed for prohibited behavior during the test administration,
4) student was involved in a test misadministration on the part of the school, or the
5) student did not include the form code on their answer document (answer document could not be scored).

MICHIGAN Department of Education

District Name: **SAMPLE DISTRICT**
District Code: **99999**

STUDENT ROSTER

A

Grade 11
Spring 2012

MME MATHEMATICS

mme™ Michigan Merit Examination

Class/Group :
School Name : **SAMPLE SCHOOL**
School Code : **99999**

Student Information	Scale Score	Performance Level	Subscores											
			L1 Number Reasoning	L2 Calculations	L3 Logic & Proof	A1 Equations	A2 Functions	A3 Families of Functions	G1 Figures & Properties	G2 Figure Relationships	G3 Transformations	S1 Univariate Data	S2 Bivariate Data	S4 Probability Models
Points Possible			**6**	**8**	**2**	**11**	**5**	**4**	**17**	**2**	**1**	**3**	**2**	**1**
LASTNAMEXXXXXXXXXXXXXXXXX, FIRSTNAMEXXXXXX UIC: 1234567890 DOB: 01/01/1900	**NA**	**NA**												
LASTNAMEXXXXXXXXXXXXXXXXX, FIRSTNAMEXXXXXX UIC: 1234567890 DOB: 01/01/1900	**1139**	**1**	4	7	2	11	4	2	13	2	1	2	2	1
LASTNAMEXXXXXXXXXXXXXXXXX, FIRSTNAMEXXXXXX UIC: 1234567890 DOB: 01/01/1900	**1114**	**3**	2	5	1	9	3	0	13	1	1	1	0	1
LASTNAMEXXXXXXXXXXXXXXXXX, FIRSTNAMEXXXXXX UIC: 1234567890 DOB: 01/01/1900	**1109**	**3**	2	5	2	8	4	2	6	1	1	1	2	1
LASTNAMEXXXXXXXXXXXXXXXXX, FIRSTNAMEXXXXXX UIC: 1234567890 DOB: 01/01/1900	**1096**	**3**	3	4	2	3	3	2	6	2	1	[illegible]	[illegible]	0
LASTNAMEXXXXXXXXXXXXXXXXX, FIRSTNAMEXXXXXX UIC: 1234567890 DOB: 01/01/1900	**950**	**4**	3	3	1	2	1	3	6	1	0	0	0	1
LASTNAMEXXXXXXXXXXXXXXXXX, FIRSTNAMEXXXXXX UIC: 1234567890 DOB: 01/01/1900	**1108**	**3**	3	5	0	7	1	0	10	0	0	2	0	1
LASTNAMEXXXXXXXXXXXXXXXXX, FIRSTNAMEXXXXXX UIC: 1234567890 DOB: 01/01/1900	**1121**	**2**	4	5	0	9	3	1	15	0	0	3	0	1
LASTNAMEXXXXXXXXXXXXXXXXX, FIRSTNAMEXXXXXX UIC: 1234567890 DOB: 01/01/1900	**1122**	**2**	4	5	0	11	4	0	14	1	0	2	1	1
LASTNAMEXXXXXXXXXXXXXXXXX, FIRSTNAMEXXXXXX UIC: 1234567890 DOB: 01/01/1900	**1105**	**3**	6	3	1	8	1	1	8	0	0	3	1	1
LASTNAMEXXXXXXXXXXXXXXXXX, FIRSTNAMEXXXXXX UIC: 1234567890 DOB: 01/01/1900	**1116**	**2**	3	4	0	10	2	1	11	1	0	2	2	1
LASTNAMEXXXXXXXXXXXXXXXXX, FIRSTNAMEXXXXXX UIC: 1234567890 DOB: 01/01/1900	**1080**	**4**	2	4	0	5	2	2	5	1	0	1	2	1
LASTNAMEXXXXXXXXXXXXXXXXX, FIRSTNAMEXXXXXX UIC: 1234567890 DOB: 01/01/1900	**1062**	**4**	4	2	0	2	2	0	1	0	0	3	0	0
LASTNAMEXXXXXXXXXXXXXXXXX, FIRSTNAMEXXXXXX UIC: 1234567890 DOB: 01/01/1900	**NA**	**NA***	2	5	1	10	1	2	9	1	0	3	0	1
LASTNAMEXXXXXXXXXXXXXXXXX, FIRSTNAMEXXXXXX UIC: 1234567890 DOB: 01/01/1900	**950**	**4**	2	3	0	1	2	0	3	0	0	1	1	0

B

C

Performance Level	Scale Score Range
1 - Advanced	(1138 - 1250)
2 - Proficient	(1116 - 1137)
3 - Partially Proficient	(1093 - 1115)
4 - Not Proficient	(950 - 1092)

NA -Score Data unavailable in this subject for this student because valid data for one or more components of the subject are not available. See Guide to Reports for more information.
* Student does not count as assessed due to a nonstandard accommodation.

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Spring 2012 Run Date: 04/24/2012 P0D422004

MICHIGAN Department of Education

District Name: **SAMPLE DISTRICT**
District Code: **99999**

STUDENT ROSTER

Grade 11
Spring 2012

MME SCIENCE

A

mme™ Michigan Merit Examination

Class/Group :
School Name : **SAMPLE SCHOOL**
School Code : **99999**

Student Information	Scale Score	Performance Level	Subscores																
			R1 Inquiry & Reflection	E2 Earth Systems	E3 The Solid Earth	E4 The Fluid Earth	E5 Space & Time	B2 Org of Living Systems	B3 Environment	B4 Genetics	B5 Evolution & Biodiversity	P2 Motion of Objects	P3 Forces & Motion	P4a Energy Part a	P4b Energy Part b	C23 Energy Conservation	C4 Properties of Matter	C5 Changes in Matter	
Points Possible			**25**	**2**	**2**	**2**	**2**	**2**	**2**	**2**	**2**	**2**	**2**	**2**	**2**	**2**	**2**	**2**	
LASTNAMEXXXXXXXXXXXXXXXXX, FIRSTNAMEXXXXXXXX UIC: 1[illegible]567890 DOB: 01/01/1900	**NA**	**NA**																	
LAS[illegible]XXXXXXXXXXXXXXXXX, FIRSTNAMEXXXXXXXX UIC[illegible]7890 DOB: 01/01/1900	**1161**	**1**	22	2	2	2	2	2	2	2	2	2	2	2	2	2	2	0	
LAS[illegible]XXXXXXXXXXXXXXXXX, FIRSTNAMEXXXXXXXX UIC: 1234567890 DOB: 01/01/1900	**1105**	**4**	18	1	2	1	2	1	2	0	1	1	0	1	0	1	1	0	
LASTNAMEXXXXXXXXXXXXXXXXX, FIRSTNAMEXXXXXXXX UIC: 1234567890 DOB: 01/01/1900	**1123**	**3**	12	2	2	2	2	2	2	2	2	[illegible]	1	1	2	1	1	2	
LASTNAMEXXXXXXXXXXXXXXXXX, FIRSTNAMEXXXXXXXX UIC: 1234567890 DOB: 01/01/1900	**1124**	**3**	11	2	2	2	2	2	2	2	2	[illegible]	2	2	2	2	1	1	
LASTNAMEXXXXXXXXXXXXXXXXX, FIRSTNAMEXXXXXXXX UIC: 1234567890 DOB: 01/01/1900	**1124**	**3**	9	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	
LASTNAMEXXXXXXXXXXXXXXXXX, FIRSTNAMEXXXXXXXX UIC: 1234567890 DOB: 01/01/1900	**1122**	**3**	20	1	0	2	1	1	1	0	1	1	1	2	2	1	1	2	
LASTNAMEXXXXXXXXXXXXXXXXX, FIRSTNAMEXXXXXXXX UIC: 1234567890 DOB: 01/01/1900	**1113**	**3**	18	1	2	0	2	0	0	2	2	0	1	1	2	2	1	2	
LASTNAMEXXXXXXXXXXXXXXXXX, FIRSTNAMEXXXXXXXX UIC: 1234567890 DOB: 01/01/1900	**1082**	**4**	19	0	0	0	0	0	1	0	0	0	0	0	0	0	0	0	
LASTNAMEXXXXXXXXXXXXXXXXX, FIRSTNAMEXXXXXXXX UIC: 1234567890 DOB: 01/01/1900	**1122**	**3**	17	1	1	1	1	2	1	1	2	2	2	1	1	2	1	1	
LASTNAMEXXXXXXXXXXXXXXXXX, FIRSTNAMEXXXXXXXX UIC: 1234567890 DOB: 01/01/1900	**1099**	**4**	17	1	0	1	2	0	2	1	1	1	1	0	0	0	1	0	
LASTNAMEXXXXXXXXXXXXXXXXX, FIRSTNAMEXXXXXXXX UIC: 1234567890 DOB: 01/01/1900	**1044**	**4**	9	0	2	0	1	0	1	2	0	0	1	0	1	1	0	2	
LASTNAMEXXXXXXXXXXXXXXXXX, FIRSTNAMEXXXXXXXX UIC: 1234567890 DOB: 01/01/1900	**1082**	**4**	13	1	0	0	0	0	0	0	1	0	1	0	0	0	0	1	
LASTNAMEXXXXXXXXXXXXXXXXX, FIRSTNAMEXXXXXXXX UIC: 1234567890 DOB: 01/01/1900	**NA**	**NA***	10	0	1	0	0	1	0	0	0	0	1	0	0	0	0	1	
LASTNAMEXXXXXXXXXXXXXXXXX, FIRSTNAMEXXXXXXXX UIC: 1234567890 DOB: 01/01/1900	**1097**	**4**	9	1	2	1	1	0	2	2	1	1	1	1	2	2	1	0	

B

C

Performance Level	**Scale Score Range**
1 - Advanced	(1144 - 1250)
2 - Proficient	(1126 - 1143)
3 - Partially Proficient	(1106 - 1125)
4 - Not Proficient	(950 - 1105)

NA - Score Data unavailable in this subject for this student because valid data for one or more components of the subject are not available. See Guide to Reports for more information.
* Student does not count as assessed due to a nonstandard accommodation.

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Spring 2012 Run Date: 04/24/2012 P0D422005

MICHIGAN Department of Education

District Name: **SAMPLE DISTRICT**
District Code: **99999**

STUDENT ROSTER

A

Grade 11
Spring 2012

MME SOCIAL STUDIES

mme™ Michigan Merit Examination

Class/Group :
School Name : **SAMPLE SCHOOL**
School Code : **99999**

B

Student Information	Scale Score	Performance Level	Subscores: World History & Geography	US History & Geography	Civics	Economics	Inquiry
Points Possible			**10**	**10**	**6**	**6**	**6**
LASTNAMEXXXXXXXXXXXXXXXXXX, FIRSTNAMEXX UIC: 1234567890 DOB: 01/01/1900	**1081**	**4**	3	1	2	0	4
LASTNAMEXXXXXXXXXXXXXXXXXX, FIRSTNAMEXX UIC: 1234567890 DOB: 01/01/1900	**1111**	**3**	3	4	3	4	4
LASTNAMEXXXXXXXXXXXXXXXXXX, FIRSTNAMEXX UIC: 1234567890 DOB: 01/01/1900	**1237**	**1**	10	8	6	5	6
LASTNAMEXXXXXXXXXXXXXXXXXX, FIRSTNAMEXX UIC: 1234567890 DOB: 01/01/1900	**1072**	**4**	2	2	1	0	3
LASTNAMEXXXXXXXXXXXXXXXXXX, FIRSTNAMEXX UIC: 1234567890 DOB: 01/01/1900	**1038**	**4**	0	0	1	0	2
LASTNAMEXXXXXXXXXXXXXXXXXX, FIRSTNAMEXX UIC: 1234567890 DOB: 01/01/1900	**1038**	**4**	0	0	0	0	3
LASTNAMEXXXXXXXXXXXXXXXXXX, FIRSTNAMEXX UIC: 1234567890 DOB: 01/01/1900	**1173**	**1**	9	8	5	5	4
LASTNAMEXXXXXXXXXXXXXXXXXX, FIRSTNAMEXX UIC: 1234567890 DOB: 01/01/1900	**1133**	**2**	7	5	5	3	4
LASTNAMEXXXXXXXXXXXXXXXXXX, FIRSTNAMEXX UIC: 1234567890 DOB: 01/01/1900	**1097**	**3**	3	3	1	1	6
LASTNAMEXXXXXXXXXXXXXXXXXX, FIRSTNAMEXX UIC: 1234567890 DOB: 01/01/1900	**NA**	**NA**					
LASTNAMEXXXXXXXXXXXXXXXXXX, FIRSTNAMEXX UIC: 1234567890 DOB: 01/01/1900	**1107**	**3**	3	5	2	4	3
LASTNAMEXXXXXXXXXXXXXXXXXX, FIRSTNAMEXX UIC: 1234567890 DOB: 01/01/1900	**1055**	**4**	1	1	0	0	3
LASTNAMEXXXXXXXXXXXXXXXXXX, FIRSTNAMEXX UIC: 1234567890 DOB: 01/01/1900	**1125**	**3**	6	6	2	4	4
LASTNAMEXXXXXXXXXXXXXXXXXX, FIRSTNAMEXX UIC: 1234567890 DOB: 01/01/1900	**1237**	**1**	9	10	6	6	5
LASTNAMEXXXXXXXXXXXXXXXXXX, FIRSTNAMEXX UIC: 1234567890 DOB: 01/01/1900	**1146**	**2**	6	8	3	5	5

Student Information	Scale Score	Performance Level	Subscores: World History & Geography	US History & Geography	Civics	Economics	Inquiry
Points Possible			**10**	**10**	**6**	**6**	**6**
LASTNAMEXXXXXXXXXXXXXXXXXX, FIRSTNAMEXX UIC: 1234567890 DOB: 01/01/1900	**1072**	**4**	1	2	0	0	5
LASTNAMEXXXXXXXXXXXXXXXXXX, FIRSTNAMEXX UIC: 1234567890 DOB: 01/01/1900	**1097**	**3**	2	4	3	0	5
LASTNAMEXXXXXXXXXXXXXXXXXX, FIRSTNAMEXX UIC: 1234567890 DOB: 01/01/1900	**1072**	**4**	2	0	0	1	5
LASTNAMEXXXXXXXXXXXXXXXXXX, FIRSTNAMEXX UIC: 1234567890 DOB: 01/01/1900	**1085**	**4**	1	1	1	2	6
LASTNAMEXXXXXXXXXXXXXXXXXX, FIRSTNAMEXX UIC: 1234567890 DOB: 01/01/1900	**NA**	**NA***	4	[illegible]	0	3	4
LASTNAMEXXXXXXXXXXXXXXXXXX, FIRSTNAMEXX UIC: 1234567890 DOB: 01/01/1900	**1137**	**2**	[illegible]	[illegible]	4	5	4
LASTNAMEXXXXXXXXXXXXXXXXXX, FIRSTNAMEXX UIC: 1234567890 DOB: 01/01/1900	**1077**	**4**	2	1	1	1	4
LASTNAMEXXXXXXXXXXXXXXXXXX, FIRSTNAMEXX UIC: 1234567890 DOB: 01/01/1900	**1062**	**4**	1	0	0	0	5
LASTNAMEXXXXXXXXXXXXXXXXXX, FIRSTNAMEXX UIC: 1234567890 DOB: 01/01/1900	**1107**	**3**	3	6	3	1	4
LASTNAMEXXXXXXXXXXXXXXXXXX, FIRSTNAMEXX UIC: 1234567890 DOB: 01/01/1900	**1062**	**4**	1	0	0	0	5
LASTNAMEXXXXXXXXXXXXXXXXXX, FIRSTNAMEXX UIC: 1234567890 DOB: 01/01/1900	**1047**	**4**	0	0	0	0	4
LASTNAMEXXXXXXXXXXXXXXXXXX, FIRSTNAMEXX UIC: 1234567890 DOB: 01/01/1900	**1085**	**4**	3	2	1	0	5
LASTNAMEXXXXXXXXXXXXXXXXXX, FIRSTNAMEXX UIC: 1234567890 DOB: 01/01/1900	**1121**	**3**	3	6	3	4	5
LASTNAMEXXXXXXXXXXXXXXXXXX, FIRSTNAMEXX UIC: 1234567890 DOB: 01/01/1900	**1087**	**4**	1	4	2	1	3
LASTNAMEXXXXXXXXXXXXXXXXXX, FIRSTNAMEXX UIC: 1234567890 DOB: 01/01/1900	**1149**	**2**	10	9	5	3	0

C

Performance Level	Scale Score Range
1 - Advanced	(1158 - 1250)
2 - Proficient	(1129 - 1157)
3 - Partially Proficient	(1097 - 1128)
4 - Not Proficient	(950 - 1096)

NA - Score Data unavailable in this subject for this student because valid data for one or more components of the subject are not available. See Guide to Reports for more information.
* Student does not count as assessed due to a nonstandard accommodation.

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Spring 2012 Run Date: 04/24/2012 P0D422006

Student Record Label

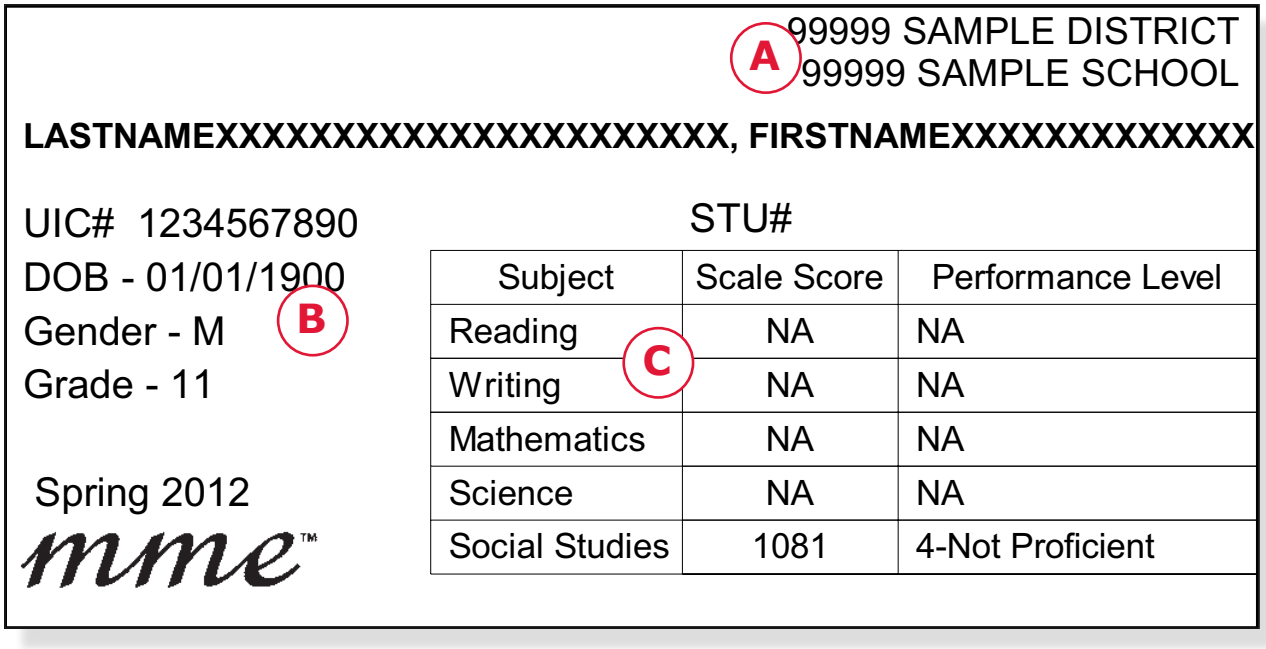
A Student Record Label is provided for each student assessed during the Spring 2012 cycle. The labels are mailed to the school for placement in the student record file (CA-60).

Section A contains the district name and code and the school name and code.

Section B contains the student's name, district student ID number (if provided by the school), student's state unique identification code (UIC), date of birth, gender, grade level when the assessment was administered, and the MME administration cycle.

Section C contains MME subject areas assessed, the scale score received, and the performance level the student attained in each subject area:

- Level 1 – Advanced
- Level 2 – Proficient
- Level 3 – Partially Proficient
- Level 4 – Not Proficient



Subject	Scale Score	Performance Level
Reading	NA	NA
Writing	NA	NA
Mathematics	NA	NA
Science	NA	NA
Social Studies	1081	4-Not Proficient

Parent Report

The intent of the Parent Report is to provide a summary description of student performance in each subject area assessed on the MME for each student's parent/guardian. This report is designed to help parents and guardians identify the academic strengths of their student and areas that may need improvement. Information from this report may be helpful when discussing academic progress of the student with the classroom teacher(s). High schools must have a plan for distributing the Parent Reports to parents and guardians so that distribution can occur as soon as possible after the printed reports arrive.

Section A identifies the title of the report, the grade level the student was in when the assessment was administered, the assessment cycle, the district name and code, and the school name and code where the student was enrolled at the time the assessment was administered.

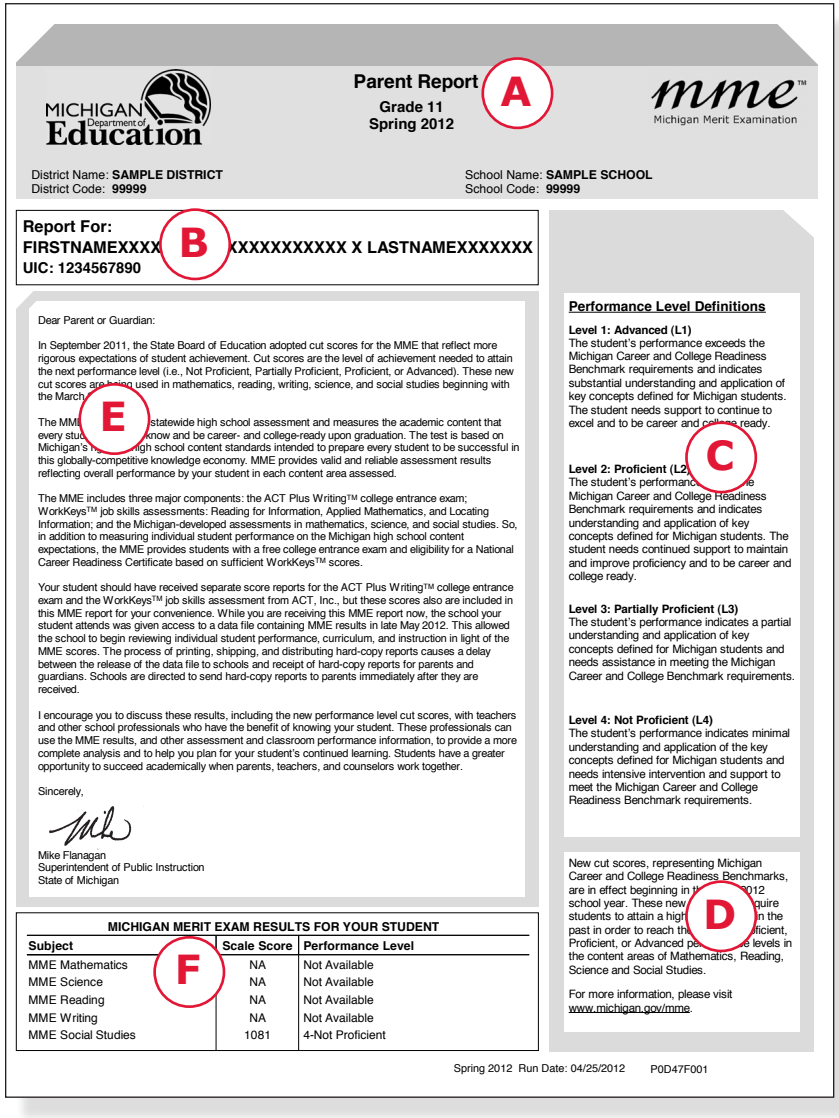
Section B provides the name and state unique identification code (UIC) of the student.

Section C provides a general description of the four possible student performance levels.

Section D provides information to parents/guardians about how to interpret and use this report.

Section E provides a letter to parents/guardians from Michigan's Superintendent of Public Instruction concerning their student's academic achievement on the MME.

Section F provides a summary of students' academic achievement on the MME, including scale scores and performance levels for each subject.



MICHIGAN Department of Education

Parent Report A
Grade 11
Spring 2012

mme™ Michigan Merit Examination

District Name: **SAMPLE DISTRICT**
District Code: **99999**

School Name: **SAMPLE SCHOOL**
School Code: **99999**

Report For: B
FIRSTNAMEXXXX XXXXXXXXXXX X LASTNAMEXXXXXXX
UIC: 1234567890

Dear Parent or Guardian:

In September 2011, the State Board of Education adopted cut scores for the MME that reflect more rigorous expectations of student achievement. Cut scores are the level of achievement needed to attain the next performance level (i.e., Not Proficient, Partially Proficient, Proficient, or Advanced). These new cut scores are being used in mathematics, reading, writing, science, and social studies beginning with the March

E

The MME statewide high school assessment and measures the academic content that every student should know and be career- and college-ready upon graduation. The test is based on Michigan's rigorous high school content standards intended to prepare every student to be successful in this globally-competitive knowledge economy. MME provides valid and reliable assessment results reflecting overall performance by your student in each content area assessed.

The MME includes three major components: the ACT Plus Writing™ college entrance exam; WorkKeys™ job skills assessments: Reading for Information, Applied Mathematics, and Locating Information; and the Michigan-developed assessments in mathematics, science, and social studies. So, in addition to measuring individual student performance on the Michigan high school content expectations, the MME provides students with a free college entrance exam and eligibility for a National Career Readiness Certificate based on sufficient WorkKeys™ scores.

Your student should have received separate score reports for the ACT Plus Writing™ college entrance exam and the WorkKeys™ job skills assessment from ACT, Inc., but these scores also are included in this MME report for your convenience. While you are receiving this MME report now, the school your student attends was given access to a data file containing MME results in late May 2012. This allowed the school to begin reviewing individual student performance, curriculum, and instruction in light of the MME scores. The process of printing, shipping, and distributing hard-copy reports causes a delay between the release of the data file to schools and receipt of hard-copy reports for parents and guardians. Schools are directed to send hard-copy reports to parents immediately after they are received.

I encourage you to discuss these results, including the new performance level cut scores, with teachers and other school professionals who have the benefit of knowing your student. These professionals can use the MME results, and other assessment and classroom performance information, to provide a more complete analysis and to help you plan for your student's continued learning. Students have a greater opportunity to succeed academically when parents, teachers, and counselors work together.

Sincerely,

Mike Flanagan
Superintendent of Public Instruction
State of Michigan

Performance Level Definitions

Level 1: Advanced (L1)
The student's performance exceeds the Michigan Career and College Readiness Benchmark requirements and indicates substantial understanding and application of key concepts defined for Michigan students. The student needs support to continue to excel and to be career and college ready.

C

Level 2: Proficient (L2)
The student's performance meets the Michigan Career and College Readiness Benchmark requirements and indicates understanding and application of key concepts defined for Michigan students. The student needs continued support to maintain and improve proficiency and to be career and college ready.

Level 3: Partially Proficient (L3)
The student's performance indicates a partial understanding and application of key concepts defined for Michigan students and needs assistance in meeting the Michigan Career and College Benchmark requirements.

Level 4: Not Proficient (L4)
The student's performance indicates minimal understanding and application of the key concepts defined for Michigan students and needs intensive intervention and support to meet the Michigan Career and College Readiness Benchmark requirements.

New cut scores, representing Michigan Career and College Readiness Benchmarks, are in effect beginning in the 2012 school year. These new cut scores require students to attain a higher score than in the past in order to reach the Proficient, Proficient, or Advanced performance levels in the content areas of Mathematics, Reading, Science and Social Studies.

D

For more information, please visit www.michigan.gov/mme.

MICHIGAN MERIT EXAM RESULTS FOR YOUR STUDENT

F

Subject	Scale Score	Performance Level
MME Mathematics	NA	Not Available
MME Science	NA	Not Available
MME Reading	NA	Not Available
MME Writing	NA	Not Available
MME Social Studies	1081	4-Not Proficient

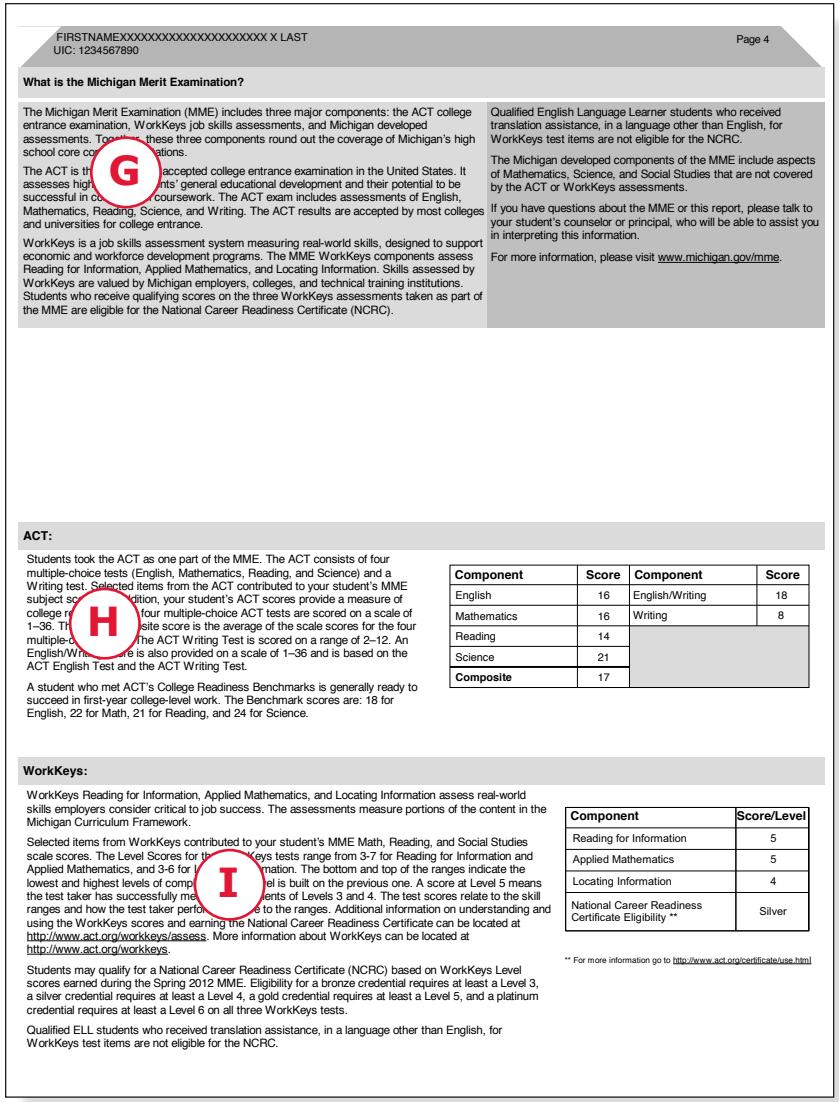
Spring 2012 Run Date: 04/25/2012 P0D47F001

Section G describes the multiple components of the MME and provides instruction on how to find additional assistance interpreting the Parent Report.

Section H provides student results on the ACT assessments.

Section I provides student results on the WorkKeys assessments, including National Career Readiness Certificate (NCRC) eligibility.

Sections J1-J6 describe how the student performed in each subject area, on each subject area standard or domain, and the total points possible for the standard/domain. The brief explanation for each subject area provides the performance level score the student attained, as well as information on how the student's performance relates to Michigan high school standards. For example, if a student received a Level 2 on the MME mathematics assessment, that student is "Proficient" in Michigan high school mathematics standards. A graph is provided for each subject to visually depict that subject's scale score ranges, cut scores, and the student's scale score in that subject. The horizontal bar that extends out left and right of the student's scale score represents the standard error of measurement. This standard error represents the range in which the student's score would fall if they had taken the same test or a similar test on a different day.



FIRSTNAMEXXXXXXXXXXXXXXXXXXXXXX X LAST
UIC: 1234567890

Page 4

What is the Michigan Merit Examination?

The Michigan Merit Examination (MME) includes three major components: the ACT college entrance examination, WorkKeys job skills assessments, and Michigan developed assessments. Together, these three components round out the coverage of Michigan's high school core co[illegible]ations.

The ACT is th[illegible] accepted college entrance examination in the United States. It assesses high[illegible]nts' general educational development and their potential to be successful in co[illegible] coursework. The ACT exam includes assessments of English, Mathematics, Reading, Science, and Writing. The ACT results are accepted by most colleges and universities for college entrance.

WorkKeys is a job skills assessment system measuring real-world skills, designed to support economic and workforce development programs. The MME WorkKeys components assess Reading for Information, Applied Mathematics, and Locating Information. Skills assessed by WorkKeys are valued by Michigan employers, colleges, and technical training institutions. Students who receive qualifying scores on the three WorkKeys assessments taken as part of the MME are eligible for the National Career Readiness Certificate (NCRC).

Qualified English Language Learner students who received translation assistance, in a language other than English, for WorkKeys test items are not eligible for the NCRC.

The Michigan developed components of the MME include aspects of Mathematics, Science, and Social Studies that are not covered by the ACT or WorkKeys assessments.

If you have questions about the MME or this report, please talk to your student's counselor or principal, who will be able to assist you in interpreting this information.

For more information, please visit www.michigan.gov/mme.

ACT:

Students took the ACT as one part of the MME. The ACT consists of four multiple-choice tests (English, Mathematics, Reading, and Science) and a Writing test. Selected items from the ACT contributed to your student's MME subject sc[illegible]dition, your student's ACT scores provide a measure of college r[illegible] four multiple-choice ACT tests are scored on a scale of 1–36. Th[illegible]site score is the average of the scale scores for the four multiple-c[illegible]The ACT Writing Test is scored on a range of 2–12. An English/Wri[illegible]re is also provided on a scale of 1–36 and is based on the ACT English Test and the ACT Writing Test.

A student who met ACT's College Readiness Benchmarks is generally ready to succeed in first-year college-level work. The Benchmark scores are: 18 for English, 22 for Math, 21 for Reading, and 24 for Science.

Component	Score	Component	Score
English	16	English/Writing	18
Mathematics	16	Writing	8
Reading	14		
Science	21		
Composite	17		

WorkKeys:

WorkKeys Reading for Information, Applied Mathematics, and Locating Information assess real-world skills employers consider critical to job success. The assessments measure portions of the content in the Michigan Curriculum Framework.

Selected items from WorkKeys contributed to your student's MME Math, Reading, and Social Studies scale scores. The Level Scores for th[illegible]Keys tests range from 3-7 for Reading for Information and Applied Mathematics, and 3-6 for L[illegible]mation. The bottom and top of the ranges indicate the lowest and highest levels of comp[illegible]el is built on the previous one. A score at Level 5 means the test taker has successfully me[illegible]ents of Levels 3 and 4. The test scores relate to the skill ranges and how the test taker perfo[illegible]s to the ranges. Additional information on understanding and using the WorkKeys scores and earning the National Career Readiness Certificate can be located at http://www.act.org/workkeys/assess. More information about WorkKeys can be located at http://www.act.org/workkeys.

Students may qualify for a National Career Readiness Certificate (NCRC) based on WorkKeys Level scores earned during the Spring 2012 MME. Eligibility for a bronze credential requires at least a Level 3, a silver credential requires at least a Level 4, a gold credential requires at least a Level 5, and a platinum credential requires at least a Level 6 on all three WorkKeys tests.

Qualified ELL students who received translation assistance, in a language other than English, for WorkKeys test items are not eligible for the NCRC.

Component	Score/Level
Reading for Information	5
Applied Mathematics	5
Locating Information	4
National Career Readiness Certificate Eligibility **	Silver

** For more information go to http://www.act.org/certificate/use.html

FIRSTNAMEXXXXXXXXXXXXXXXXXXXXXXX X LAST
UIC: 1234567890

Mathematics and Science

Page 2

MME Mathematics:

Score Data are unavailable in this subject for this student because valid data for one or more components of this subject are not available. Please contact your school for additional information.

J1

Mathematics Subscores	Points Earned	Points Possible	% Correct
L1 Reasoning about Numbers			
L2 Calculations, Algorithms			
L3 Math Reasoning, Logic & Proof			
A1 Expressions & Equations			
A2 Functions			
A3 Families of Functions			
G1 Figures & Properties			
G2 Relationships between Figures			
G3 Transformations of Figures			
S1 Univariate Data: Distributions			
S2 Bivariate Data: Relationships			
S4 Probability Models,Operations			

MME Science:

Score Data are unavailable in this subject for this student because valid data for one or more components of this subject are not available. Please contact your school for additional information.

J2

Science Subscores	Points Earned	Points Possible	% Correct
R1 Inquiry & Reflection			
E2 Earth Systems			
E3 The Solid Earth			
E4 The Fluid Earth			
E5 Earth in Space & Time			
B2 Organization of Living Systems			
B3 Living Systems & Environment			
B4 Genetics			
B5 Evolution & Biodiversity			
P2 Motion of Objects			
P3 Forces & Motion			
P4a Energy Part a			
P4b Energy Part b			
C23 Energy Transfer & Conservation			
C4 Properties of Matter			
C5 Changes in Matter			

FIRSTNAMEXXXXXXXXXXXXXXXXXXXXXXX X
UIC: 1234567890

Reading, Writing, and Social Studies

Page 3

MME Reading:

Score Data are unavailable in this subject for this student because valid data for one or more components of this subject are not available. Please contact your school for additional information.

J3

Reading Subscores	Points Earned	Points Possible	% Correct
R2.1 Strategy Development			
R2.2 Meaning Beyond Literal			
R2.3 Independent Reading			
L3.1 Close Literature Reading			

MME Writing:

Score Data are unavailable in this subject for this student because valid data for one or more components of this subject are not available. Please contact your school for additional information.

J4

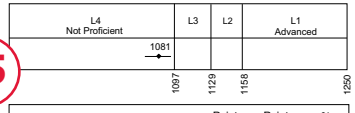
Writing Subscores	Points Earned	Points Possible	% Correct
W1.1 Writing Process			
W1.3 Purpose and Audience			
W1.4 Inquiry and Research			
LAN4.1 Effective Use of Language			

MME Social Studies: Your student's social studies scale score is reported on the graph below.

The goal of Social Studies is to prepare students to be responsible citizens. Responsible citizens demonstrate knowledge of history, civics and government, economics, and geography, as well as have the ability to apply this knowledge to everyday life. Thinking skills developed within the Social Studies curriculum m be practiced and applied as a way to maintain our constitutional democracy respect core democratic values, and to understand the global connections modern society. High school students need to evaluate different viewpoints making decisions about public concerns.

A STUDENT AT THE **NOT PROFICIENT** LEVEL:
Needs intensive support to improve achievement. The student has difficulty in recalling, understanding, and using social studies information and concepts.

J5



Social Studies Subscores	Points Earned	Points Possible	% Correct
World History & Geography	3	10	30%
US History & Geography	1	10	10%
Civics	2	6	33%
Economics	0	6	0%
Inquiry	4	6	67%

J6

What is Standard Error of Measurement (⊸) ?
The diamond indicates your student's scale score for the tested subject. This is your student's overall subject scale score and is used to determine the level your student achieved.
The horizontal bar indicates the Standard Error of Measurement. If your student had taken this same test or a similar test on another day, he/she would likely have scored within this range.

NOTE: *The MME results for individual students are most reliable at the subject area scale-score level. These scale scores also are reliably associated with a performance level. Parents/guardians can have confidence that the reported subject area scale scores and performance levels provide accurate information for each subject.*

Student subscores for standards or domains are also provided in these Parent Reports. These are less reliable measures than subject scores and performance levels because there are fewer items within standards and domains than on the total subject test. These results provide an approximate measure of the level of performance of the student.

Parents/guardians should be careful in drawing conclusions about a student's strengths or weaknesses at the standard or domain level. It is more appropriate to use this standard and domain information together with classroom assessment data, teacher-provided information, and other performance information to guide a student's learning activities.

Individual Student Report

The intent of the Individual Student Report is to provide detailed performance information about an individual student to teachers and other school personnel. A sample individual student report is presented on the following page. High schools will find the information reflecting student strengths and weaknesses, ACT results, and level of the National Career Readiness Certificate (NCRC) eligibility useful when discussing MME performance levels with a student before filing the report in the student's record file.

Section A identifies the title of the report, the grade level, the assessment cycle, the district name and code, and the school name and code.

Section B contains the student demographic information provided by the school: student name, local district student ID number, date of birth, the student's state unique identification code (UIC), as well as subgroup classifications for gender, ethnicity, English language learner, Formerly Limited English Proficient (FLEP) and special education.

Section C contains MME subjects, the scale score received, and the performance level the student attained in each area.

Section D provides individual student data for each MME subject area, an indicator of whether the student tested with accommodations in that subject, and subscores within the subject. It includes the possible points and points earned, scale score, and performance level.

Section E displays the student's scores on the ACT as provided by ACT. If a student took the ACT with state-allowed accommodations, the ACT scores are not college reportable and will be flagged as not college reportable with a footnote on the report.

Section F displays the student's scores on the WorkKeys as provided by ACT. If a student achieves a score of 5 or higher on all three WorkKeys tests, the student is eligible for a Gold National Career Readiness Certificate (NCRC). A student achieving a score of 4 or higher on all three tests, is eligible for a Silver NCRC, and a score of 3 or higher on all tests, is eligible for a Bronze NCRC. Starting in 2011, ACT introduced the Platinum Level of the Certificate, which requires a score of 6 or higher on each of the three WorkKeys tests.

The parent report contains a statement on the students' NCRC eligibility and explains that students who used a translated version (video or reader script accommodation) on one or more of the WorkKeys tests, are not eligible for the NCRC. For more information on the NCRC, please visit www.myworkkeys.com.

MICHIGAN Department of Education

INDIVIDUAL STUDENT REPORT

A

Grade 11
Spring 2012

mme™ Michigan Merit Examination

District Name: **SAMPLE DISTRICT**
District Code: **99999**

School Name : **SAMPLE SCHOOL**
School Code : **99999**

B

Student Name: **LASTNAME XXXXXXXXXXXX, FIRSTNAMEXXXXXXXXXXXX**
District Student ID: 1234567890 890 Date of Birth: 01/01/1900 State UIC: 1234567890
Gender: M Ethnicity: Native Hawaiian or Pacific Islander
English Language Learner: N Formerly LEP: N SpecEd: N

C

Subject	Scale Score	Performance Level	Subject	Scale Score	Performance Level
MME Reading	NA	NA	MME Mathematics	NA	NA
MME Writing	NA	NA	MME Science	NA	NA
MME Social Studies	1081	4-Not Proficient			

D

Michigan Merit Examination Subscores	Earned / Possible Points	Scale Score	Performance Level
MME Reading		**NA**	NA
Accommodations: NonStandard			
Subscores:			
R2.1 Strategy Development			
R2.2 Meaning Beyond Literal			
R2.3 Independent Reading			
L3.1 Close Literature Reading			
MME Writing		**NA**	NA
Accommodations: NonStandard			
Subscores:			
W1.1 Writing Process			
W1.3 Purpose & Audience			
ACT Writing *			
W1.4 Inquiry & Research			
LAN4.1 Effective Use of Language			
MME Social Studies		**1081**	4-Not Proficient
Accommodations: None			
Subscores:			
World History & Geography	3 / 10		
US History & Geography	1 / 10		
Civics	2 / 6		
Economics	0 / 6		
Inquiry	4 / 6		

Michigan Merit Examination Subscores	Earned / Possible Points	Scale Score	Performance Level
MME Mathematics		**NA**	NA
Accommodations: NonStandard			
Subscores:			
L1 Reasoning about Numbers			
L2 Calculations, Algorithms			
L3 Math Reasoning, Logic & Proof			
A1 Expressions & Equations			
A2 Functions			
A3 Families of Functions			
G1 Figures & Properties			
G2 Relationships between Figures			
G3 Transformations of Figures			
S1 Univariate Data: Distributions			
S2 Bivariate Data: Relationships			
S4 Probability Models, Operations			
MME Science		**NA**	NA
Accommodations: NonStandard			
Subscores:			
R1 Inquiry & Reflection			
E2 Earth Systems			
E3 The Solid Earth			
E4 The Fluid Earth			
E5 Earth in Space & Time			
B2 Organization of Living Systems			
B3 Living Systems & Environment			
B4 Genetics			
B5 Evolution & Biodiversity			
P2 Motion of Objects			
P3 Forces & Motion			
P4a Energy Part a			
P4b Energy Part b			
C23 Energy Transfer & Conservation			
C4 Properties of Matter			
C5 Changes in Matter			

E

ACT			
Component	**Score**	**Component**	**Score**
English	16	English/Writing	18
Mathematics	16	Writing	08
Reading	14		
Science	21		
Composite	17		

F

WorkKeys	
Component	**Score/Level**
Reading for Information	5
Applied Mathematics	5
Locating Information	4
National Career Readiness Certificate Eligibility **	Silver

NA - Score Data are unavailable in this subject for this student because valid data for one or more components of the subject are not available. See Guide to Reports for more information.
* The ACT Writing score is included in the W1.3 Purpose and Audience subscore data.
** For more information go to http://www.act.org/certificate/use.html.

** Students administered WorkKeys assessments with translated test materials are not eligible for the National Career Readiness Certificate (NCRC). Qualified ELL students who received translation assistance, in a language other than English, for WorkKeys test items are not eligible for the NCRC.

Page X of XX Spring 2012 Run Date: 04/24/2012 P0D422001

Demographic Report

The Demographic Report provides a summary breakdown of scores by demographic subgroup for each subject area assessed. A sample demographic report is presented on the following pages. Summary data reported includes the number of students assessed in each subgroup, the mean scale score, the percentage of students attaining each performance level, and the percentage of students attaining "Advanced" and "Proficient" within each subject area. The Demographic Report is generated for three student populations:

- All students
- Students with disabilities (SWD)
- All except students with disabilities (AESWD)

The demographic subgroup scores are reported by school and district. The demographic subgroups reported are:

- Gender
- Ethnicity
- Economically Disadvantaged (ED)
- English Language Learners (ELL)
- Formerly Limited English Proficient (FLEP)
- Migrant
- Homeless

Accommodations subgroups are also reported as follows:

- Standard accommodations (all students)
- Non-standard accommodations (all students)
- Standard accommodations (for English language learners)
- Non-standard accommodations (for English language learners)

Section A identifies the title of the report, the student population included in the report, the grade level, and the assessment cycle. The district name and code and school name and code, as appropriate, are also provided.

Section B lists the demographic subgroups, as well as the total student population being reported. Ethnicity subgroups are defined by federal requirements.

Section C reports the number of students included in the subgroup, the mean scale score, the percentage of students attaining each performance level, and the percentage of students attaining the "Advanced" and "Proficient" performance levels within each subject area.

This is a multiple-page report with reading and writing scores reported on one page and mathematics, science, and social studies scores reported on another page for each of the three student population groups:

- All students
- Students with disabilities (SWD)
- All except students with disabilities (AESWD)

MICHIGAN Department of Education

District Name: **SAMPLE DISTRICT**
District Code: **99999**

DISTRICT DEMOGRAPHIC REPORT

All Students

A

Grade 11
Spring 2012

mme™ Michigan Merit Examination

District		MME READING							MME WRITING							MME MATHEMATICS						
		No. of Students Assessed	Mean Scale Score	Percent at Level 4	Level 3	Level 2	Level 1	Levels 1 & 2 *	No. of Students Assessed	Mean Scale Score	Percent at Level 4	Level 3	Level 2	Level 1	Levels 1 & 2 *	No. of Students Assessed	Mean Scale Score	Percent at Level 4	Level 3	Level 2	Level 1	Levels 1 & 2 *
Total All Students		418	1114	14	21	38	27	65	418	1100	7	29	61	3	64	418	1094	28	47	24	1	25
Gender																						
Male		217	1110	15	22	38	25	63	216	1096	8	35	55	2	57	216	1095	27	44	28	1	29
Female		201	1118	13	20	38	29	67	202	1104	5	23	67	4	72	202	1092	29	50	20	1	21
Ethnicity																						
American Indian or Alaska Native		54	1116	11	22	37	30	67	53	1106	2	34	62	2	64	54	1100	26	48	26	0	26
Asian		55	1113	18	22	25	35	60	55	1103	7	27	60	5	65	55	1090	25	51	22	2	24
Black or African		56	1121	9	25	41	25	66	56	1107	0		63	4	66	56	1097	27	52	20	2	21
Native Hawaiian or Other Pacific Islander		55	1122	11	18	42	29	71	55	1106	4		62	5	67	54	1098	24	43	33	0	33
White		84	1095	29	18	39	14	54	85	1076	20		45	1	46	85	1080	41	41	18	0	18
Two or more races		57	1122	7	28	28	37	65	57	1112	0	26	68	5	74	57	1100	21	49	30	0	30
Hispanic of any race		57	1119	9	16	51	25	75	57	1103	7	16	75	2	77	57	1099	23	49	25	4	28
Additional Groups																						
Economically Disadvantaged	Yes	188	1113	15	21	34	30	64	188	1099	8	27	62	3	65	188	1093	27	44	29	0	29
	No	230	1115	14	21	41	24	65	230	1100	6	30	60	4	64	230	1094	29	50	20	2	22
English Language Learners	Yes	165	1121	8	21	36	35	70	165	1109	3	24	70	3	73	165	1098	20	47	33	0	33
	No	253	1110	18	21	39	22	61	253	1094	9	32	55	4	58	253	1091	33	47	18	2	20
Formerly Limited English Proficient		165	1121	8	21	36	35	70	165	1109	3	24	70	3	73	165	1098	20	47	33	0	33
Migrant		165	1121	8	21	36	35	70	165	1109	3	24	70	3	73	165	1098	20	47	33	0	33
Homeless		168	1120	10	21	36	34	70	168	1108	4	24	69	3	72	168	1097	21	46	33	0	33
Accommodations																						
Standard - All		165	1121	8	21	36	35	70	165	1109	3	24	70	3	73	165	1098	20	47	33	0	33
Nonstandard - All **		14							13							14						
Standard - ELL Only		165	1121	8	21	36	35	70	165	1109	3	24	70	3	73	165	1098	20	47	33	0	33
Nonstandard - ELL Only **																						

B

C

Performance Level	Reading Scale Score Range	Writing Scale Score Range	Mathematics Scale Score Range
1 & 2 - Advanced and Proficient	(1108 - 1250)	(1100 - 1250)	(1116 - 1250)
1 - Advanced	(1141 - 1250)	(1146 - 1250)	(1138 - 1250)
2 - Proficient	(1108 - 1140)	(1100 - 1145)	(1116 - 1137)
3 - Partially Proficient	(1081 - 1107)	(1051 - 1099)	(1093 - 1115)
4 - Not Proficient	(950 - 1080)	(950 - 1050)	(950 - 1092)

< 10 = No summary scores provided if fewer than 10 students.
* Value might not equal the exact sum of Level 1 & Level 2 due to rounding.
** Results for these students are invalid and not reported. They are not included in the Total Students count.
Note: Due to rounding, percentages might not total 100%.

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Spring 2012 Run Date: 04/24/2012 P0DM5J001

MICHIGAN Department of Education

DISTRICT DEMOGRAPHIC REPORT

All Students

Grade 11
Spring 2012

mme™ Michigan Merit Examination

District Name: **SAMPLE DISTRICT**
District Code: **99999**

District		MME SCIENCE							MME SOCIAL STUDIES						
		No. of Students Assessed	Mean Scale Score	Percent at Level 4	Level 3	Level 2	Level 1	Levels 1 & 2 *	No. of Students Assessed	Mean Scale Score	Percent at Level 4	Level 3	Level 2	Level 1	Levels 1 & 2 *
Total All Students		417	1101	48	28	15	9	24	419	1108	43	33	11	13	24
Gender															
Male		215	1103	48	26	15	12	27	221	1110	41	34	11	14	24
Female		202	1098	48	30	15	7	22	198	1107	46	31	12	12	23
Ethnicity															
American Indian or Alaska Native		54	1104	44	28	22	6	28	65	1110	40	35	9	15	25
Asian		55	1103	51	33	11	5	16	55	1114	42	27	13	18	31
Black or African American		56	1105	4[illegible]	[illegible]	13	18	30	45	1106	44	36	9	11	20
Native Hawaiian or Other Pacific Islander		54	1097	5[illegible]	[illegible]	11	6	17	66	1107	48	29	12	11	23
White		84	1089	58	[illegible]	13	6	19	85	1106	44	32	15	9	25
Two or more races		57	1105	44	25	18	14	32	56	1095	50	39	7	4	11
Hispanic of any race		57	1106	35	33	19	12	32	47	1122	34	32	11	23	34
Additional Groups															
Economically Disadvantaged	Yes	187	1098	48	28	18	6	24	188	1108	46	30	11	13	24
	No	230	1103	48	27	13	12	25	231	1108	42	35	11	12	23
English Langu[illegible]rners	Yes	165	1104	42	30	20	7	27	165	1108	45	32	10	13	23
	No	252	1098	52	26	12	11	23	254	1108	42	33	12	12	24
Formerly Limited English Proficient		165	1104	42	30	20	7	27	165	1108	45	32	10	13	23
Migrant		165	1104	42	30	20	7	27	165	1108	45	32	10	13	23
Homeless		168	1102	43	30	20	7	27	168	1108	45	31	11	13	24
Accommodations															
Standard - All		165	1104	42	30	20	7	27	165	1108	45	32	10	13	23
Nonstandard - All **		13							13						
Standard - ELL Only		165	1104	42	30	20	7	27	165	1108	45	32	10	13	23
Nonstandard - ELL Only **															

B

C

Performance Level	Science Scale Score Range	Social Studies Scale Score Range
1 & 2 - Advanced and Proficient	(1126 - 1250)	(1129 - 1250)
1 - Advanced	(1144 - 1250)	(1158 - 1250)
2 - Proficient	(1126 - 1143)	(1129 - 1157)
3 - Partially Proficient	(1106 - 1125)	(1097 - 1128)
4 - Not Proficient	(950 - 1105)	(950 - 1096)

< 10 = No summary scores provided if fewer than 10 students.
* Value might not equal the exact sum of Level 1 & Level 2 due to rounding.
** Results for these students are invalid and not reported. They are not included in the Total Students count.
Note: Due to rounding, percentages might not total 100%.

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Spring 2012 Run Date: 04/24/2012 P0DM5J001

Summary Report

The Summary Report provides a comparative set of mean scale score information for the grade level by subject area and the percentage of students in the district or school (or for the entire state) at each performance level. A sample summary report is presented on the following two pages.

Section A identifies the title of the report, the student population included in the report, grade level, assessment cycle, district name and code, and school name and code, as appropriate.

Section B shows summary data for the current assessment and the preceding four years. The summary data by subject area includes number of students assessed, mean scale score, mean scale score margin of error[1], percentage of students attaining each performance level, and percentage of students attaining the "Advanced" and "Proficient" performance levels combined.

Section C gives summary data for each high school content standard (or domain in social studies). The summary data reported includes the number of students assessed in each subject, the descriptor for each content standard assessed, the mean points earned, the number of points possible, and the percentage of students scoring in each raw score range.

[1] Scale score margin of error is equivalent to the Mean score ±1 standard error of the mean. This is the likely range within which the true average scale score would fall for the students listed on this report.

MICHIGAN Department of Education

DISTRICT SUMMARY REPORT

All Students

Grade 11
Spring 2012

A

mme™ Michigan Merit Examination

District Name: **SAMPLE DISTRICT**
District Code: **99999**

MME READING

Year	* No. of Students Assessed	Scale Score		Performance Levels				
		Mean	** Margin of Error	4-Not Proficient	3-Partially Proficient	2-Proficient	1-Advanced	*** Levels 1 & 2
Scale Score Range		(950-1250)		(950-1080)	(1081-1107)	(1108-1140)	(1141-1250)	(1108-1250)
2012	418	1114	1112-1116	14%	21%	38%	27%	65%
2011	442	1112	1109-1115	12%	[illegible]	48%	15%	63%
2010	481	1114	1111-1117	10%	[illegible]	49%	16%	65%
2009	464	1112	1109-1115	10%	33%	41%	16%	56%
2008	460	1114	1112-1116	11%	24%	52%	13%	65%

B

MME SCIENCE

Year	* No. of Students Assessed	Scale Score		Performance Levels				
		Mean	** Margin of Error	4-Not Proficient	3-Partially Proficient	2-Proficient	1-Advanced	*** Levels 1 & 2
Scale Score Range		(950-1250)		(950-1105)	(1106-1125)	(1126-1143)	(1144-1250)	(1126-1250)
2012	417	1101	1099-1103	48%	28%	15%	9%	24%
2011	439	1110	1106-1114	37%	30%	19%	14%	33%
2010	476	1112	1109-1115	36%	29%	23%	12%	35%
2009	461	1109	1106-1112	38%	31%	23%	9%	32%
2008	458	1111	1108-1114	33%	34%	24%	8%	33%

MME WRITING

Year	* No. of Students Assessed	Scale Score		Performance Levels				
		Mean	** Margin of Error	4-Not Proficient	3-Partially Proficient	2-Proficient	1-Advanced	*** Levels 1 & 2
Scale Score Range		(950-1250)		(950-1050)	(1051-1099)	(1100-1145)	(1146-1250)	(1100-1250)
2012	418	1100	1098-1102	7%	29%	61%	3%	64%
2011	445	1099	1095-1103	6%	36%	53%	5%	58%
2010	480	1100	1097-1103	4%	41%	50%	4%	54%
2009	463	1099	1096-1102	4%	44%	47%	5%	52%
2008	457	1099	1096-1102	5%	43%	49%	3%	52%

MME SOCIAL STUDIES

Year	* No. of Students Assessed	Scale Score		Performance Levels				
		Mean	** Margin of Error	4-Not Proficient	3-Partially Proficient	2-Proficient	1-Advanced	*** Levels 1 & 2
Scale Score Range		(950-1250)		(950-1096)	(1097-1128)	(1129-1157)	(1158-1250)	(1129-1250)
2012	419	1108	1106-1110	43%	33%	11%	13%	24%
2011	440	1126	1123-1129	18%	32%	40%	10%	50%
2010	477	1129	1127-1131	9%	44%	35%	12%	47%
2009	460	1134	1131-1137	8%	39%	36%	17%	53%
2008	463	1133	1131-1135	6%	36%	45%	14%	59%

MME MATHEMATICS

Year	* No. of Students Assessed	Scale Score		Performance Levels				
		Mean	** Margin of Error	4-Not Proficient	3-Partially Proficient	2-Proficient	1-Advanced	*** Levels 1 & 2
Scale Score Range		(950-1250)		(950-1092)	(1093-1115)	(1116-1137)	(1138-1250)	(1116-1250)
2012	418	1094	1092-1096	28%	47%	24%	1%	25%
2011	439	1105	1102-1108	25%	32%	35%	8%	44%
2010	475	1104	1101-1107	23%	41%	29%	6%	36%
2009	462	1103	1100-1106	28%	37%	29%	6%	35%
2008	458	1106	1104-1108	24%	38%	31%	7%	38%

* Includes students who received valid scores.
** This is the likely range within which the true mean scale score would fall for the students listed on this report.

*** Value might not equal the exact sum of Level 1 & Level 2 due to rounding.

Notes: 1) Performance Levels for prior years have been adjusted to reflect scores consistent with career- and college-ready cut scores.
2) Due to rounding, percentages might not total 100%.

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Spring 2012 Run Date: 04/24/2012 P0DM5K003

MICHIGAN Department of Education

DISTRICT SUMMARY REPORT

All Students

Grade 11
Spring 2012

mme™ Michigan Merit Examination

District Name: **SAMPLE DISTRICT**
District Code: **99999**

Subscore	No. of Students Assessed	Mean Points	Points Possible	Percent of Students Scoring in Each Raw Score Range												
MME Reading	**418**			**0**	**1**	**2**	**3**	**4**	**5-6**	**7-8**	**9-10**	**11-12**	**13-15**	**16-18**	**19-21**	**22-24**
R2.1 Strategy Development		15.5	24	0	0	0	0	1	3	6	6	9	19	27	19	10
R2.2 Meaning Beyond Literal		10.3	16	0	0	0	2	3	10	15	18	20	26	5		
R2.3 Independent Reading		4.9	7	1	1	2	9	20	59	7						
L3.1 Close Literature Reading		2.0	4	10	23	33	26	8								
MME Writing	**418**			**0**	**1**	**2**	**3-4**	**5-6**	**7-8**	**9-10**	**11-13**	**14-16**	**17-19**	**20-22**	**23-25**	**26-28**
W1.1 Writing Process		10.1	16	0	0	1	4	7	16	25	35	13				
W1.3 Purpose & Audience		17.1	28	0	0	0	0	1	4	5	10	20	27	23	9	0
ACT Writing*		7.4	12	0	0	5	3	14	62	16	0					
W1.4 Inquiry & Research		1.2	2	18	39	42										
LAN4.1 Effective Use of Language		6.3	11	0	2	4	16	31	27	17	3					
MME Mathematics	**418**			**0**	**1**	**2**	**3**	**4**	**5**	**6**	**7**	**8-9**	**10-11**	**12-13**	**14-15**	**16-17**
L1 Reasoning about Numbers		2.9	6	3	12	22	28	23	9	2						
L2 Calculations, Algorithms		4.1	8	0	5	10	20	22	24	12	5	2				
L3 Math Reasoning, Logic & Proof		0.7	2	46	34	20										
A1 Expressions & Equations		6.7	11	1	3	7	9	9	6	10	12	23	21			
A2 Functions		1	5	8	26	32	19	11	4							
A3 Families of Functions		2	4	28	36	22	12	2								
G1 Figures & Properties		3.6	17	0	1	3	6	7	9	8	9	16	17	14	9	3
G2 Relationships between Figures		0.7	2	43	45	12										
G3 Transformations of Figures		0.4	1	62	38											
S1 Univariate Data: Distributions		1.8	3	6	32	38	25									
S2 Bivariate Data: Relationships		0.7	2	49	32	19										
S4 Probability Models, Operations		0.9	1	13	87											
MME Science	**417**			**0**	**1**	**2**	**3-4**	**5-6**	**7-8**	**9-10**	**11-12**	**13-14**	**15-16**	**17-19**	**20-22**	**23-25**
R1 Inquiry & Reflection		13.5	25	0	0	0	2	3	9	13	14	15	12	21	7	2
E2 Earth Systems		1.1	2	26	34	40										
E3 The Solid Earth		1.2	2	25	34	41										
E4 The Fluid Earth		1.1	2	26	36	38										
E5 Earth in Space & Time		1.1	2	24	38	38										
B2 Organization of Living Systems		1.2	2	26	33	41										
B3 Living Systems & Environment		1.1	2	25	36	39										
B4 Genetics		1.1	2	27	35	38										
B5 Evolution & Biodiversity		1.2	2	24	35	42										
P2 Motion of Objects		1.2	2	23	39	38										
P3 Forces & Motion		1.1	2	26	35	39										
P4a Energy Part a		1.2	2	24	33	43										
P4b Energy Part b		1.2	2	24	35	41										
C23 Energy Transfer & Conservation		1.1	2	26	35	38										
C4 Properties of Matter		1.1	2	25	35	39										
C5 Changes in Matter		1.1	2	27	34	39										
MME Social Studies	**419**			**0**	**1**	**2**	**3**	**4**	**5**	**6**	**7**	**8**	**9**	**10**		
World History & Geography		3.8	10	16	14	11	13	10	9	6	5	5	5	6		
US History & Geography		3.9	10	16	12	12	10	13	8	6	5	6	7	5		
Civics		2.3	6	20	22	15	16	10	9	8						
Economics		2.3	6	22	21	16	15	11	9	6						
Inquiry		4.1	6	1	3	6	18	32	27	13						

C

* The ACT Writing score is included in the W1.3 Purpose and Audience subscore data.

Due to rounding, percentages might not total 100%.

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Comprehensive Report

The Comprehensive Report provides a comparative set of mean scale score information for the grade level for the entire district and for each school in the district (for a district-level report). For an ISD report, it provides the data for the ISD as a whole and for each district and public school academy in the ISD. It also includes the percentage of students at each performance level. A sample district comprehensive report is provided on the following page.

Section A identifies the title of the report, the student population included in the report, grade level, assessment cycle, and district name and code.

Section B of a district comprehensive report provides a row of data for the district, and a row of data for each public school within the district. Each row includes the number of students assessed, the mean scale score and the percentage of students at each performance level along with the percentage of students who attained a performance level of Advanced and Proficient combined.

For an ISD comprehensive report, there is one row of data for the ISD, one row for each public school district in the ISD, and one row for each public school academy within the boundaries of the ISD.

MICHIGAN Department of Education

DISTRICT COMPREHENSIVE REPORT

A

All Students

Grade 11
Spring 2012

mme™ Michigan Merit Examination

District Name: **SAMPLE DISTRICT**
District Code: **99999**

District	MME READING							MME WRITING							MME MATHEMATICS						
	No. of Students Assessed	Mean Scale Score	Percent at Level 4	Level 3	Level 2	Level 1	Levels 1 & 2 *	No. of Students Assessed	Mean Scale Score	Percent at Level 4	Level 3	Level 2	Level 1	Levels 1 & 2 *	No. of Students Assessed	Mean Scale Score	Percent at Level 4	Level 3	Level 2	Level 1	Levels 1 & 2 *
SAMPLE DISTRICT	418	1114	14	21	38	27	65	418	1100	7	29	61	3	64	418	1094	28	47	24	1	25
B																					
Sample School	383	1120	10	22	39	29	69	383	1107	3	27	66	4	70	383	1098	24	49	26	1	27

Performance Level	Reading Scale Score Range	Writing Scale Score Range	Mathematics Scale Score Range
1 & 2 - Advanced and Proficient	(1108 - 1250)	(1100 - 1250)	(1116 - 1250)
1 - Advanced	(1141 - 1250)	(1146 - 1250)	(1138 - 1250)
2 - Proficient	(1108 - 1140)	(1100 - 1145)	(1116 - 1137)
3 - Partially Proficient	(1081 - 1107)	(1051 - 1099)	(1093 - 1115)
4 - Not Proficient	(950 - 1080)	(950 - 1050)	(950 - 1092)

* Value might not equal the exact sum of Level 1 & Level 2 due to rounding.
< 10 = No summary scores provided if fewer than 10 students.
Note: Due to rounding, percentages might not total 100%.

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Spring 2012 Run Date: 04/24/2012 P0D690001

MICHIGAN Department of Education

DISTRICT COMPREHENSIVE REPORT

A

All Students

Grade 11
Spring 2012

mme™ Michigan Merit Examination

District Name: **SAMPLE DISTRICT**
District Code: **99999**

District	MME SCIENCE							MME SOCIAL STUDIES						
	No. of Students Assessed	Mean Scale Score	Percent at Level 4	Level 3	Level 2	Level 1	Levels 1 & 2 *	No. of Students Assessed	Mean Scale Score	Percent at Level 4	Level 3	Level 2	Level 1	Levels 1 & 2 *
SAMPLE DISTRICT	417	1101	48	28	15	9	24	419	1108	43	33	11	13	24
B														
Sample School	383	1104	45	29	16	10	26	384	1108	43	34	10	13	23

Performance Level	Science Scale Score Range	Social Studies Scale Score Range
1 & 2 - Advanced and Proficient	(1126 - 1250)	(1129 - 1250)
1 - Advanced	(1144 - 1250)	(1158 - 1250)
2 - Proficient	(1126 - 1143)	(1129 - 1157)
3 - Partially Proficient	(1106 - 1125)	(1097 - 1128)
4 - Not Proficient	(950 - 1105)	(950 - 1096)

* Value might not equal the exact sum of Level 1 & Level 2 due to rounding.
< 10 = No summary scores provided if fewer than 10 students.
Note: Due to rounding, percentages might not total 100%.

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Acronyms/Glossary

AYP . . . . . Adequate Yearly Progress

AESWD . . . All Except Students with Disabilities

BAA . . . . . Bureau of Assessment and Accountability

CA-60 . . . . Refers to the cumulative student record folder

CR . . . . . Constructed Response

DOB . . . . . Date of Birth

ED . . . . . Economically Disadvantaged

ELL . . . . . English Language Learner

FLEP . . . . . Formerly Limited English Proficient

GLCE . . . . . Grade Level Content Expectation

GPCM . . . . . Generalized Partial Credit Model

HSCE . . . . . High School Content Expectation

IRT . . . . . Item Response Theory

ISD . . . . . Intermediate School District

LEP . . . . . Limited English Proficient

MC . . . . . Multiple Choice

MDE . . . . . Michigan Department of Education

MEAP . . . . . Michigan Educational Assessment Program

MME . . . . . Michigan Merit Examination

MSDS . . . . . Michigan Student Database System

NCRC . . . . . National Career Readiness Certificate

SBE . . . . . State Board of Education

SWD . . . . . Students with Disabilities

UIC . . . . . Unique Identification Code

Contact Information

High school administrators, teachers, and counselors should become familiar with the report layouts and information contained in this document. If you have questions after reviewing this Guide to Reports, or need additional information about MME administration procedures, content, scheduling, appropriate assessment or accommodations for students with disabilities or the English language learners (ELLs), please contact the Michigan Department of Education, Bureau of Assessment and Accountability, using the contact information listed below:

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Bureau of Assessment & Accountability

Vince Dean, Director
Office of Standards & Assessment

James A. Griffiths, Manager
Office of Standards & Assessment

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