Guide to Reports

High School Assessment

Spring 2007
This guide was developed to assist educators in understanding and using the Spring 2007 Michigan Educational Assessment Program (MEAP) retest results. Spring 2007 was the final administration of the MEAP high school test and was given to 12th grade students only.

The reports included in your shipment of reports will provide information on the achievement of these 12th grade students. These reports are intended to reflect the data needed to meet the expectations of state and federal legislation.

The table on page 2 lists the reports in the sequence they occur within your District and School packets. Included in the table is a brief purpose statement for each report, a list of the student populations represented in the report, and the report distribution. Detailed descriptions and key components of the reports are provided in this document as well.

The Office of Educational Assessment and Accountability welcomes your comments and feedback. We are committed to providing Michigan educators, parents, and other stakeholders an assessment program of the highest quality and reliability.
## Spring 2007 MEAP Reports — High School Assessment

<table>
<thead>
<tr>
<th>Report Title</th>
<th>Purpose</th>
<th>Reported Populations</th>
<th>Distribution</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Class Roster</strong></td>
<td>Summary score information by class, for each strand and benchmark (GLCE) assessed within each content area, including scale score, performance level, and detail information for each student assessed.</td>
<td>All Students</td>
<td>Class/Group School</td>
</tr>
<tr>
<td><em>pages 15–17</em></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Student Record Label</strong></td>
<td>Summaries of individual student scale scores and performance levels in all content areas in label format.</td>
<td>All Students</td>
<td>School</td>
</tr>
<tr>
<td><em>pages 18–19</em></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Parent Report</strong></td>
<td>Printed for individual students, this report provides a summary description of the student’s performance by strand for each content area assessed on the MEAP, as well as scale scores and performance level information.</td>
<td>All Students</td>
<td>2 copies 1 for parent 1 for school</td>
</tr>
<tr>
<td><em>pages 20–24</em></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Criteria set by Michigan educators are used to score all MEAP assessments.

**Definitions**

**Scale Score**
The scale score is constructed in such a way that it permits comparison of assessment results across time. On the MEAP High School Assessment, a score of 500 is assigned to a student who barely demonstrates basic knowledge and skills of Michigan standards. A score of 530 is assigned to a student who barely meets Michigan standards. The scale score is stable because it allows for students’ scores to be reported on the same scale regardless of which year they took the assessment, and which form of the assessment the student took.

**Performance Level**
A performance level is a range on the score scale that corresponds to student achievement levels. The MEAP student achievement levels are Exceeded Michigan standards, Met Michigan standards, Basic Understanding, and Apprentice (Not Endorsed). The divisions between the levels are called Cut Scores. The Cut Scores are recommended by a panel comprised of educators and other stakeholders throughout the state. This 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 Michigan State Board of Education approves the final Cut Scores and Performance Level ranges.

**Endorsed**
A student attaining a Performance level of 1 – Exceeded Michigan standards, 2 – Met Michigan standards, or 3 – Basic Understanding, on a MEAP High School assessment will receive a subject area endorsement on their High School transcript for that subject.

**Machine-Scoring Process**
Multiple-choice assessment items are scored by computer. In responding to these items, students must select the one best answer from the four choices in order to get the item correct. Each item is worth one point. There is no penalty for guessing. Multiple responses and omitted items are scored as incorrect.

**Handscoring Process**
All constructed-response items requiring short or extended written responses are evaluated by human scorers. The technique used in English language arts (ELA) is holistic scoring, the most widely used scoring method for large-scale assessments. Guided by precise criteria, scorers review a response for an overall or “whole” impression and assign a score. The technique used in social studies is analytic scoring in which responses must meet specific criteria. Extensive professional practice and research have refined and validated the critical steps that ensure consistency in scoring. Because these are large-scale, high-stakes assessments, MEAP staff have taken every step possible to minimize scoring subjectivity.

Pearson Educational Measurement has been hired as the contractor for the handscoring process. All written responses are handscored. Scorers receive extensive training and must pass a qualifying test before being permitted to score student responses. During the scoring process, periodic quality control checks are in place to ensure that scorers are evaluating responses consistently.
**Handscoring Process** *(continued)*

There are a number of control measures taken to promote scoring consistency and quality. On the MEAP High School Assessment, every constructed-response is read and evaluated by at least two scorers. The second scorer never sees the score given by the first scorer. If the first and second scores are not within one point of each other, the response is sent to a third scorer with more training and experience for resolution. However, the training and qualifying processes are so thorough that third readings are infrequent.

Scorers are trained to evaluate writing, not writers. Scorers are trained to ignore extraneous factors such as neatness and to focus on the strengths of responses rather than the weaknesses.

Specific score point descriptions and sample student papers will be available at the MEAP web page (www.michigan.gov/meap).

The remainder of this section contains scoring information for the ELA and social studies extended-response items. In math and science, a unique scoring rubric is created for each constructed-response item. Therefore, the math and science scoring rubrics are not included in this guide.
The English Language Arts (ELA) assessment includes 25 multiple-choice questions and three items that require students to write a constructed-response:

- Prompt for Writing from Knowledge and Experience
- Reporting and Reflecting – Response to a Student Writing Sample
- Response to Paired Reading Selections

Because each prompt requires a different type of response, there is a separate scoring rubric for each of the three prompts in this guide, (pages 6–8).

All responses are scored as rough drafts and not as polished pieces of writing. Read more about the Hand-scoring process on page 3 of this guide.

Writing
- The Writing from Knowledge and Experience prompt is scored holistically using a six-point writing rubric, (page 6).
- The Reporting and Reflecting – Response to the Student Writing Sample is scored based upon a four-point writing rubric, (page 7).
- Each piece of writing is scored by two independent scorers.
- The scores are added together for a total possible raw score of 20 points on the High School writing assessment.

Reading
- One part of the Reading assessment consists of two reading selections and 25 multiple-choice comprehension items. Each item is worth one point.
- The 25 multiple-choice items consist of 9 within-text items following each reading selection, and 7 cross-text items.
- The second part of the Reading assessment, Response to the Paired Reading Selections, is a cross-text constructed-response item.
- The Response to the Paired Reading Selections is scored by two independent scorers using a six-point rubric, (page 8). The two scores are averaged together for a total possible score of six points on the extended-response item.
- The student’s score on the extended-response item is added to the student’s score on the 25 multiple-choice items for a total possible raw score of 31 points on the High School Reading assessment.

Integrated English Language Arts (ELA) Score— a “Partial Compensatory Model”
- ELA scale scores are calculated by averaging each individual student’s reading and writing scale scores (e.g., a student with a 530 reading scale score and a 500 writing scale score has an ELA scale score of 515).
- ELA performance level cut scores are determined by averaging the scale score cuts for reading and writing. (See the MEAP Score Categories and Scale Score Ranges chart for the High School Assessment on page 13 of this Guide.)
- Scale scores and performance levels are both taken into account when determining the integrated ELA performance level.
- The Met Michigan Standards performance level for the integrated ELA (Reading and Writing) score requires students to achieve at least the Basic level on both the reading and writing assessments.
- The Exceeded Michigan Standards performance level for the integrated ELA (Reading and Writing) score requires students to achieve at least the Met Michigan Standards level on both the reading and writing assessments.
The writing is exceptionally clear and focused. Ideas and content are thoroughly developed with relevant details and examples where appropriate. The writer’s control over organization and the connections between ideas moves the reader smoothly and naturally through the text. The writer shows a mature command of language including precise word choice that results in a compelling piece of writing. Tight control over language use and mastery of writing conventions contribute to the effect of the response.

The writing is clear and focused. Ideas and content are well developed with relevant details and examples where appropriate. The writer’s control over organization and the connections between ideas effectively moves the reader through the text. The writer shows a command of language including precise word choice. The language is well controlled, and occasional lapses in writing conventions are hardly noticeable.

The writing is generally clear and focused. Ideas and content are developed with relevant details and examples where appropriate, although there may be some unevenness. The response is generally coherent, and its organization is functional. The writer’s command of language, including word choice, supports meaning. Lapses in writing conventions are not distracting.

The writing is somewhat clear and focused. Ideas and content are developed with limited or partially successful use of examples and details. There may be evidence of an organizational structure, but it may be artificial or ineffective. Incomplete mastery over writing conventions and language use may interfere with meaning some of the time. Vocabulary may be basic.

The writing is only occasionally clear and focused. Ideas and content are underdeveloped. There may be little evidence of organizational structure. Vocabulary may be limited. Limited control over writing conventions may make the writing difficult to understand.

The writing is generally unclear and unfocused. Ideas and content are not developed or connected. There may be no noticeable organizational structure. Lack of control over writing conventions may make the writing difficult to understand.

The response was not able to be scored.

**Condition codes**
- A Off topic/Insufficient
- B Written in a Language other than English/Illegible
- C Blank/Refused to Respond
The response clearly and fully addresses the task and demonstrates an understanding of the effective elements of writing that are relevant to the task. Ideas are supported by relevant, specific details from the student writing sample. There may be surface feature errors, but they do not interfere with meaning.

The response addresses the task and demonstrates some understanding of the effective elements of writing that are relevant to the task. Ideas are somewhat supported with a mix of general and specific relevant details from the student writing sample. There may be surface feature errors, but they do not interfere with meaning.

The response demonstrates limited ability to address the task and may show limited understanding of the effective elements of writing that are relevant to the task. Ideas may be supported with vague and/or partially relevant details from the student writing sample. There may be surface features that partially interfere with meaning.

The response demonstrates an attempt to address the task with little, if any, understanding of the effective elements of writing that are relevant to the task. The response may include generalizations about the student writing sample with few, if any, details. There may be surface feature errors that interfere with meaning.

The response was not able to be scored.

**Condition codes**

- A  Off-topic/Insufficient
- B  Written in a Language other than English/Illegible
- C  Blank/Refused to Respond
6 The student clearly and effectively chooses key or important ideas from each reading selection to support a position on the question and to make a clear connection between the reading selections. The position and connection are thoroughly developed with appropriate examples and details. There are no misconceptions about the reading selections. There are strong relationships among ideas. Mastery of language use and writing conventions contributes to the effect of the response.

5 The student makes meaningful use of key ideas from each reading selection to support a position on the question and to make a clear connection between the reading selections. The position and connection are well developed with appropriate examples and details. Minor misconceptions may be present. Relationships among ideas are clear. The language is controlled, and occasional lapses in writing conventions are hardly noticeable.

4 The student makes adequate use of ideas from each reading selection to support a position on the question and to make a connection between the reading selections. The position and connection are supported by examples and details. Minor misconceptions may be present. Language use is correct. Lapses in writing conventions are not distracting.

3 The student takes a clear position on the question. The response makes adequate use of ideas from one reading selection or partially successful use of ideas from both reading selections to support the position. The position is developed with limited use of examples and details. Misconceptions may indicate only a partial understanding of the reading. Language use is correct but limited. Incomplete mastery over writing conventions may interfere with meaning some of the time.

2 The student takes a clear position on the question. There is partially successful use of ideas from one reading selection or minimal use of ideas from both reading selections to support the position. The position is underdeveloped. Major misconceptions may indicate minimal understanding of the reading. Limited mastery over writing conventions may make the writing difficult to understand.

1 The student takes a position on the question but only makes minimal use of ideas from one reading selection or the student attempts to support an unclear position with minimal use of ideas from both reading selections. Ideas are not developed and may be unclear. Major misconceptions may indicate a lack of understanding of the reading. Lack of mastery over writing conventions may make the writing difficult to understand.

0 The response was not able to be scored.

**Condition codes**

- A Off-topic/Insufficient
- B Written in a Language other than English/Illegible
- C Blank/Refused to Respond
- D No Connection to the Question
- E No Reference to Either Selection
In addition to the holistic scores, students may receive feedback in the form of a comment code on their response to the *Writing from Knowledge and Experience* prompt and their *Response to the Paired Reading Selections*. Students receiving a 0 score will not receive a comment code. Numerical codes representing the comments are as follows:

**Writing from Knowledge and Experience**
1. Lacks focus on one central idea.
2. Demonstrates limited control over sentence structure, vocabulary and/or conventions.
3. Needs details and examples to adequately develop the ideas and content.
4. Lacks coherent organization and/or connections between ideas.
5. Needs richer development of the central idea with some additional, relevant details and examples to get a higher score.
6. Needs tighter control of organization and/or the connections among ideas to get a higher score.
7. Needs greater precision and maturity of language use to get a higher score.
8. Earned the highest score point of 6.

**Response to the Paired Reading Selections**
1. Lacks a clear position.
2. Lacks clarity, which causes confusion.
3. Needs examples and details from the reading selections to adequately develop the position.
4. Supports the position with examples and details from only one reading selection.
5. Does not make a connection across the two reading selections.
6. Contains misconceptions about the content of the reading selections.
7. Needs richer support of the position with some additional examples and details from the reading selections.
9. Earned the highest score point of 6.
10. Represents a highly competent response.
The Social Studies assessments contain two item types. There are multiple-choice items, with up to 10 items from each of the following strands: History, Geography, Civics, Economics, and Inquiry. There is also one Decision-Making item that requires students to write a persuasive essay about a public policy issue in response to a data section prompt. The student response is scored analytically using a five-point rubric for the High School assessment. (The scoring rubric is located on pages 11–12 of this Guide.) All responses are scored as rough drafts and not as polished pieces of writing.

Core Democratic Values

The persuasive essay item asks students to take a stand on a public policy issue in response to a prompt, and to support their position using the core democratic values. The students are referred to the following information located in the back of their assessment booklet.

Some Core Democratic Values of American Constitutional Democracy

Core democratic values are the fundamental beliefs and constitutional principles of American society. These values unite all Americans. They are expressed in the Declaration of Independence, the United States Constitution, and other significant documents, speeches, and writings of the nation. Below is a list of some core democratic values. **You may use any core democratic value to support your position, including those not on this list.** Be sure to explain how the value you choose supports the position you take.

**Fundamental Beliefs**

- Life
- Liberty
- The Pursuit of Happiness
- Public or Common Good
- Justice
- Equality
- Diversity
- Truth
- Popular Sovereignty
- Patriotism

**Constitutional Principles**

- The Rule of Law
- Separation of Powers
- Representative Government
- Checks and Balances
- Individual Rights
- Freedom of Religion
- Federalism
- Civilian Control of the Military
The response must give a clearly stated position on the issue and support for that position. Students use words such as support/oppose, for/against, agree/disagree, or should/should not. The student’s supporting points must be explained in enough detail to show a clear connection to the position taken.

The student must provide at least one supporting point from each of the following:

- position support based on the core democratic values
- supporting information from the Data Section that is accurate, valid, and relevant to the student’s position
- supporting social studies information that comes from the student’s prior knowledge of civics, economics, geography, or history, that is accurate, important, and relevant to the student’s position. This information must be something other than the information supplied by the Data Section or a core democratic value
- supporting information that refutes an acknowledged argument from the opposing viewpoint

The response must give a clearly stated position on the issue and support for that position. Students use words such as support/oppose, for/against, agree/disagree, or should/should not. The student’s supporting points must be explained in enough detail to show a clear connection to the position taken.

The student provides at least one supporting point from two of the following:

- position support based on the core democratic values
- supporting information from the Data Section that is accurate, valid, and relevant to the student’s position
- supporting social studies information that comes from the student’s prior knowledge of civics, economics, geography, or history, that is accurate, important, and relevant to the student’s position. This information must be something other than the information supplied by the Data Section or a core democratic value
- supporting information that refutes an acknowledged argument from the opposing viewpoint

The response must give a clearly stated position on the issue and support for that position. Students use words such as support/oppose, for/against, agree/disagree, or should/should not. The student’s supporting points must be explained in enough detail to show a clear connection to the position taken.

The student provides at least one supporting point from three of the following:

- position support based on the core democratic values
- supporting information from the Data Section that is accurate, valid, and relevant to the student’s position
- supporting social studies information that comes from the student’s prior knowledge of civics, economics, geography, or history, that is accurate, important, and relevant to the student’s position. This information must be something other than the information supplied by the Data Section or a core democratic value
- supporting information that refutes an acknowledged argument from the opposing viewpoint

continued on next page
The response must give a clearly stated position on the issue and support for that position. Students use words such as support/oppose, for/against, agree/disagree, or should/should not. The student’s supporting points must be explained in enough detail to show a clear connection to the position taken.

The student provides at least one supporting point from one of the following:

- position support based on the core democratic values
- supporting information from the Data Section that is accurate, valid, and relevant to the student’s position
- supporting social studies information that comes from the student’s prior knowledge of civics, economics, geography, or history, that is accurate, important, and relevant to the student’s position. This information must be something other than the information supplied by the Data Section or a core democratic value
- supporting information that refutes an acknowledged argument from the opposing viewpoint

The following characteristics in a student response will not contribute toward a positive score:

- The student does not take a stand, or says that someone else (parents, school, or government) should decide the issue
- The supporting point based on the core democratic values contradicts the stated position
- The supporting information from the Data Section contradicts the stated position
- Data interpretations are not accurate, valid, or relevant
- Support based on prior knowledge contradicts the stated position
- Student responded based on feelings or opinions instead of prior knowledge of civics, economics, geography, or history
- Student acknowledges existence of opposing viewpoint, but does not refute the argument

Comment Codes
In addition to the analytic score, students may receive feedback in the form of a comment code. Students receiving a 0 score will not receive a comment code. Numerical codes representing the comments are as follows:

1. Includes clear and supported position statement
2. Contains supporting core democratic value
3. Uses supporting information from Data Section
4. Provides supporting knowledge from social studies
5. Offers credible opposing argument and refutation

Condition codes

A Off-topic
B Written in a Language other than English / Illegible
C Blank / Refused to Respond
**Important Note:** The scale score cuts and ranges for Levels 3 (500–Basic) and 2 (530–Met Michigan Standards) are consistent across content areas. Cut scores for Level 1 fluctuate slightly from year to year for each content area. The raw scores associated with all cut scores will also fluctuate slightly from year to year. It is not possible to earn a score between the highest Level 2 and the lowest Level 1 score.

<table>
<thead>
<tr>
<th>Subject</th>
<th>High School</th>
<th>Level 4</th>
<th>Level 3</th>
<th>Level 2</th>
<th>Level 1</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>MATHEMATICS</strong></td>
<td>High School</td>
<td>Level 4 Not Endorsed</td>
<td>Level 3, Endorsed At Basic Level</td>
<td>Level 2, Endorsed Met MI Standards</td>
<td>Level 1, Endorsed Exceeded MI Standards</td>
</tr>
<tr>
<td></td>
<td></td>
<td>(94–499)</td>
<td>(500–529)</td>
<td>(530–629)</td>
<td>(630–948)</td>
</tr>
<tr>
<td><strong>SCIENCE</strong></td>
<td>High School</td>
<td>Level 4 Not Endorsed</td>
<td>Level 3, Endorsed At Basic Level</td>
<td>Level 2, Endorsed Met MI Standards</td>
<td>Level 1, Endorsed Exceeded MI Standards</td>
</tr>
<tr>
<td></td>
<td></td>
<td>(71–499)</td>
<td>(500–529)</td>
<td>(530–635)</td>
<td>(636–1070)</td>
</tr>
<tr>
<td><strong>SOCIAL STUDIES</strong></td>
<td>High School</td>
<td>Level 4 Not Endorsed</td>
<td>Level 3, Endorsed At Basic Level</td>
<td>Level 2, Endorsed Met MI Standards</td>
<td>Level 1, Endorsed Exceeded MI Standards</td>
</tr>
<tr>
<td><strong>ENGLISH LANGUAGE ARTS</strong></td>
<td>HSA Reading</td>
<td>Level 4 Not Endorsed</td>
<td>Level 3, Endorsed At Basic Level</td>
<td>Level 2, Endorsed Met MI Standards</td>
<td>Level 1, Endorsed Exceeded MI Standards</td>
</tr>
<tr>
<td></td>
<td></td>
<td>(373–499)</td>
<td>(500–529)</td>
<td>(530–595)</td>
<td>(596–671)</td>
</tr>
<tr>
<td></td>
<td>HSA Writing</td>
<td>Level 4 Not Endorsed</td>
<td>Level 3, Endorsed At Basic Level</td>
<td>Level 2, Endorsed Met MI Standards</td>
<td>Level 1, Endorsed Exceeded MI Standards</td>
</tr>
<tr>
<td></td>
<td></td>
<td>(464–499)</td>
<td>(500–529)</td>
<td>(530–553)</td>
<td>(554–584)</td>
</tr>
<tr>
<td></td>
<td>HSA Total ELA*</td>
<td>Level 4 Not Endorsed</td>
<td>Level 3, Endorsed At Basic Level</td>
<td>Level 2, Endorsed Met MI Standards</td>
<td>Level 1, Endorsed Exceeded MI Standards</td>
</tr>
<tr>
<td></td>
<td></td>
<td>(419–499)</td>
<td>(500–529)</td>
<td>(530–574)</td>
<td>(575–628)</td>
</tr>
</tbody>
</table>

*There are two parts to the Total ELA scoring process. Scale scores and performance levels for both reading and writing are taken into account in determining the integrated ELA performance level.

To earn a Level 1 Total ELA score, students must score at least a Level 2 in both reading and writing, and at or above the Total ELA cut score for Level 1.

To earn a Level 2 Total ELA score, students must score at least a Level 3 in both reading and writing, and at or above the Total ELA cut score for Level 2.
The sample reports included in this Guide to Reports are intended to provide examples of the report formats, data organization, and types of information contained in each report.

These sample reports were printed prior to availability of real data. Data contained in these sample reports do not refer to any specific assessment item, or any specific student, school, or district.
**Class Roster Report Description**

The Class Roster provides summary score information by class, for each strand and benchmark assessed within each content area, as well as detail information for each student assessed. This report may include multiple pages to report all strands and benchmarks (see two-page sample Class Roster on pages 16 and 17). Page numbers are printed in the center at the bottom of each report page.

**Section A** identifies the title of the report, the grade level reported, the assessment form used, the assessment cycle, and the content area. The teacher name, class/group code, the school name and code, and the district name and code are also provided.

*Note: A separate Class Roster Report will be generated for each assessment form administered within a class/group.*

**Section B** lists each student’s name followed by their Unique Identification Code (UIC), and Date of Birth (DOB). The Scale Score and Performance Level attained by the student are also reported.

**Section C** provides the following information for each benchmark, detailed by student:
- Benchmark assessed
- Number of points possible
- Number of points earned by the student
  *Note: Some items did not translate well to Braille, and were omitted from the Braille version of the assessment.*
- Scores are subtotaled by strand

**Section D** reports the class/group mean score for each standard or benchmark.
## Class Roster

**Grade 11 - Form 01**  
**Spring 2007**  
**Social Studies**

<table>
<thead>
<tr>
<th>Strand Benchmark</th>
<th>Scale Score</th>
<th>Performance Level</th>
<th>History</th>
<th>Geography</th>
<th>Civics</th>
<th>Economics</th>
<th>Strand Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>MC or CR Points Possible</td>
<td></td>
<td>1 2 3</td>
<td>1 6 1 1 1 1 10</td>
<td>4 2 2 2 2 10</td>
<td>1 2 1 1 1 1 2</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Student 1</td>
<td>562</td>
<td>2</td>
<td>1 5 1 1 1 1 9</td>
<td>3 2 2 2 2 9</td>
<td>1 2 1 1 1 1 2</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Student 2</td>
<td>507</td>
<td>3</td>
<td>0 2 0 1 1 1 4</td>
<td>2 1 1 1 1 4</td>
<td>1 2 1 1 1 1 2</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**No. of Students Assessed = 2**

**Mean**  
535 NA 0.5 3.5 0.5 1.0 1.0 6.5 2.5 1.5 1.5 1.0 6.5 0.0 1.0 3.0 1.5 0.5 6.0 1.0 1.0 0.5 0.5 2.0

---

**Performance Level**  
1 - Exceeded Standard (591 - 756)  
2 - Met Standard (530 - 592)  
3 - Basic (500 - 539)  
4 - Apprentice (279 - 499)

*One or more items dropped from Braile form.*
# CLASS ROSTER

**Grade 11 - Form 01**

**Spring 2007**

**SOCIAL STUDIES**

**Teacher Name:** VALUES, COREY  
**Class/Group:** 0001  
**School Name:** SUPERIOR HIGH SCHOOL  
**School Code:** 34567

<table>
<thead>
<tr>
<th>Strand Benchmark</th>
<th>IV.4.h.05</th>
<th>IV.5.h.04</th>
<th>Strand Total</th>
<th>Inquiry</th>
<th>V.1.h.01</th>
<th>V.1.h.02</th>
<th>V.1.h.03</th>
<th>Strand Total</th>
<th>Decision Making</th>
<th>V.2.h.01</th>
<th>Strand Total</th>
<th>V.2.h.02</th>
<th>V.2.h.03</th>
<th>Strand Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>MC or CR Points Possible</td>
<td>2</td>
<td>1</td>
<td>10</td>
<td>1</td>
<td>4</td>
<td>1</td>
<td>6</td>
<td>5</td>
<td>5</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Student 1 UIC: 9999999999 DOB: 99/99/9999</td>
<td>2</td>
<td>1</td>
<td>7</td>
<td>1</td>
<td>4</td>
<td>1</td>
<td>6</td>
<td>4</td>
<td>4</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Student 2 UIC: 1111111111 DOB: 11/11/1111</td>
<td>2</td>
<td>1</td>
<td>9</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>1</td>
<td>3</td>
<td>3</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>No. of Students Assessed = 2</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Mean**  
- 2.0  1.0  8.0  1.0  2.0  0.5  3.5  3.5  3.5

---

**Performance Level**  
1 - Exceeded Standard  
2 - Met Standard  
3 - Basic  
4 - Apprentice  

**Scale Score Range**  
- 1 - Exceeded Standard (593 - 756)  
- 2 - Met Standard (530 - 592)  
- 3 - Basic (500 - 529)  
- 4 - Apprentice (279 - 466)

* One or more items dropped from Braille form.

Page 2 of 2  
Spring 2007
Student Record Label Description

A Student Record Label is provided for each student assessed during the Spring 2007 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, date of birth, gender, ethnicity code, and grade level when the assessment was administered. Also included are the student’s state Unique Identifier Code Number (UIC#), the District Student ID Number (STU#) if provided by the school during the student pre-ID process, and the MEAP administration cycle.

Section C—High School Assessment contains the Subject areas assessed, the Form used by the student, the scale score (SS) received, the Performance Level the student attained in each subject area, and whether the student earned a subject area endorsement.

- Level 1 – Exceeded Michigan Standards, Endorsed
- Level 2 – Met Michigan Standards, Endorsed
- Level 3 – demonstrated Basic knowledge and skills of Michigan standards, Endorsed
- Level 4 – considered to be at an Apprentice level, demonstrating little success in meeting Michigan standards, Not Endorsed
### High School sample Student Label

<table>
<thead>
<tr>
<th>Subject</th>
<th>Form</th>
<th>SS</th>
<th>Level</th>
<th>Endorsed</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mathematics</td>
<td>Oper</td>
<td>782</td>
<td>1</td>
<td>Yes</td>
</tr>
<tr>
<td>Science</td>
<td>Emer</td>
<td>702</td>
<td>1</td>
<td>Yes</td>
</tr>
<tr>
<td>Social Studies</td>
<td>Oper</td>
<td>406</td>
<td>4</td>
<td>No</td>
</tr>
<tr>
<td>ELA Reading</td>
<td>Oper</td>
<td>700</td>
<td>1</td>
<td>Yes</td>
</tr>
<tr>
<td>ELA Writing</td>
<td>Oper</td>
<td>700</td>
<td>1</td>
<td>Yes</td>
</tr>
<tr>
<td>ELA Total</td>
<td>Oper</td>
<td>700</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>ELA Listening</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Spring 2007**

**meap**
Parent Report Description

The intent of the Parent Report is to provide a summary description of their student’s performance in each content area assessed on the MEAP. 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).

Section A provides the assessment cycle, the grade the student was in when the assessment was administered, and the name of the student. It also lists the name of the school and the school district the student was enrolled in at the time the assessment was administered.

Section B provides a brief introductory letter addressed to the parent or guardian of the student describing the purpose of the MEAP and summarizing information contained in the Parent Report.

Section C (the inside pages of the Parent Report, see pages 22–23) describes how the student performed in each content area, on each content area strand, and the total points possible for the strand. The brief explanation for each subject area provides the performance level score the student attained and the accompanying scale score, as well as information on how the student’s performance relates to Michigan standards. For example, if a student received a Level 2 on the High School mathematics assessment, that student has “Met” Michigan standards.

For students taking the English language arts (ELA) assessment, the scores and performance levels have been divided into reading, writing, and an integrated English Language Arts (ELA) score which is a combined performance level for reading and writing. See Scoring the English Language Arts (ELA) Assessment on page 5 of this guide.

Section D provides space for the student’s mailing address or address label, (see page 24).

Please Note:
The MEAP results for individual students are most reliable and valid at the overall content area scale-score level. These scale scores also are reliably associated with a performance level. Parents can have confidence that the reported content area scale scores and performance levels provide accurate information for each subject.

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

Parents should be careful in drawing conclusions about a student’s strengths or weaknesses at the strand level. It is more appropriate to use this strand information together with classroom assessment data, teacher-provided information, and other performance information to guide learning activities.
Dear Parent or Guardian:

During Spring 2007, high schools administered the Michigan Educational Assessment Program (MEAP) High School Assessment. This assessment gave students an opportunity to be eligible for the Michigan Merit Award, [www.michigan.gov/mistudentaid](http://www.michigan.gov/mistudentaid). The complete assessment was administered to all eleventh-grade students who had not previously taken the MEAP High School Assessment. Additionally, eleventh- and twelfth-grade students who had taken the assessment previously had the option of retaking assessments in reading, writing, mathematics, science, and/or social studies.

The high school MEAP assessments measure what a student should know and be able to do in each of the content areas assessed. MEAP specifically addresses content identified in the Michigan Curriculum Framework. Most schools have adopted similar curriculum standards. The results presented in this report provide a valid and reliable assessment of how well <STUDENT FIRST NAME> performed overall in each content area assessed.

We encourage you to discuss the MEAP results for <STUDENT FIRST NAME> with teachers and other school professionals who have the benefit of knowing your student personally. Teachers are able to use the MEAP results, together with other assessment and classroom performance information, to provide a more complete analysis and plan for your student's continued learning.

Parents, teachers, and counselors have a greater opportunity to help students succeed when they work together to encourage student learning.

Sincerely,

Mike Flanagan
Superintendent of Public Instruction
State of Michigan

---

### Performance Level Descriptors

**Level 1: Exceeded Standards**
The student's performance exceeds proficiency standards and indicates substantial understanding and application of key curriculum concepts defined for Michigan students.

**Level 2: Met Standards**
The student's performance is proficient and indicates sufficient understanding and application of key curriculum concepts defined for Michigan students.

**Level 3: Basic**
The student's performance is not yet proficient, indicating a partial understanding and application of key curriculum concepts defined for Michigan students.

**Level 4: Apprentice**
The student's performance is not yet proficient and indicates minimal understanding and application of key curriculum concepts defined for Michigan students.

---

Care must be taken in understanding the results of these assessments. Your student's scores reflect performance on a given day under standardized administration procedures. The standardized scale scores are the most stable of your student's scores. Strand scores within subject may vary more because fewer items are used to measure strands.

We encourage parents to discuss these results with the teacher who can provide more information by using results from other assessments and classroom performance. The teacher is in the best position to provide guidance in designing appropriate instruction for your student.
**English Language Arts**

**Reading:** Your student’s reading scale score is reported on the graph below.

<table>
<thead>
<tr>
<th>Level 1: Basic</th>
<th>Level 2: Met Standards</th>
<th>Level 3: Exceeded Standards</th>
</tr>
</thead>
<tbody>
<tr>
<td>356</td>
<td>500</td>
<td>596</td>
</tr>
<tr>
<td>564</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Reading Standards</th>
<th>Points Earned</th>
<th>Points Possible</th>
<th>% Correct</th>
</tr>
</thead>
<tbody>
<tr>
<td>Communication</td>
<td>2</td>
<td>3</td>
<td>67%</td>
</tr>
<tr>
<td>Genre and Craft</td>
<td>10</td>
<td>13</td>
<td>77%</td>
</tr>
<tr>
<td>Understanding</td>
<td>13.5</td>
<td>15</td>
<td>90%</td>
</tr>
</tbody>
</table>

The table to the left shows the points possible within each of the parts of the reading test, as well as the percent correct and points earned by your child.

**A STUDENT WHO MET STANDARDS:**

Used knowledge about text features and structure to accurately construct meaning and to synthesize themes within and across texts; wrote and supported an effective response, taking a clear position on a question with minor misconceptions about the texts.

Structure: examples include narrative, expository
Features: examples include graphic aids, such as maps, charts, illustrations

**Writing:** Your student’s writing scale score is reported on the graph below.

<table>
<thead>
<tr>
<th>Level 1: Basic</th>
<th>Level 2: Met Standards</th>
<th>Level 3: Exceeded Standards</th>
</tr>
</thead>
<tbody>
<tr>
<td>458</td>
<td>500</td>
<td>530</td>
</tr>
<tr>
<td></td>
<td></td>
<td>554</td>
</tr>
<tr>
<td></td>
<td></td>
<td>578</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Writing Standards</th>
<th>Points Earned</th>
<th>Points Possible</th>
<th>% Correct</th>
</tr>
</thead>
<tbody>
<tr>
<td>Communication</td>
<td>10</td>
<td>20</td>
<td>50%</td>
</tr>
</tbody>
</table>

The table at left shows the points possible within each of the parts of the writing test, as well as the percent correct and points earned by your child.

**A STUDENT WHO PERFORMED AT THE BASIC LEVEL:**

Write general and/or vague statements about a central idea or task with limited detail and minimal organization; used language that occasionally interfered with meaning; and generalized about his/her own writing and the writing of others with minimal reference to standards of quality.

**Total English Language Arts:** Your student’s Total English Language Arts scale score is reported below.

Total ELA scale scores are the average of reading and writing scale scores. Your student’s Total ELA scale score is 541, which resulted in a Performance Level 2 - Met Standards.

---

**What is Standard Error of Measurement?**

The diamond indicates your child’s scale score for the tested subject. This is your child’s overall subject scale score and is used to determine the level your child achieved. The horizontal bar indicates the Standard Error of Measurement. If your student had taken the same test or a similar test on another day, he/she would likely have scored within this range.
Mathematics: Your student's mathematics scale score is reported on the graph below.

In the spring of their junior year, students have developed a variety of skills needed to solve mathematical problems. These include algebraic and analytical reasoning, as well as discrete ideas such as induction, iteration, and recurrence. They can employ investigations and mathematical models to make inferences and predictions, determine probabilities of events, and use shape properties and relationships to describe objects. Proportional reasoning and indirect measurement, including applications of trigonometric ratios, enables students to measure inaccessible distances and to determine derived quantities such as densities. They can efficiently and accurately apply operations with real numbers and algebraic expressions.

A STUDENT WHO PERFORMED AT THE BASIC LEVEL:
Demonstrated only partial understanding of mathematical skills and concepts to solve problems consistent with the Grade 11 Expectations.

Science: Your student's science scale score is reported on the graph below.

During the initial high school grades, students developed, defended, and critiqued theories and reflected on the science of living things, the physical world around them, and the elements and processes that make up and affect Earth.

Students constructed new scientific knowledge by implementing inquiry skills to develop models that test scientific theories about the universe. They used quantitative and qualitative data to support generalizations. Students reflected on scientific knowledge by evaluating limitations of evidence used to support decisions about their lives and society.

The Science Strands at right show the points possible, as well as the percent correct and points earned by your child.

A STUDENT WHO MET STANDARDS:
Designed and conducted scientific investigations based on questions, manipulated and evaluated scientific variables, and had an integrated knowledge of the life, Earth, and physical science concepts presented in the Michigan Science Curriculum Framework for high school.

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 must be practiced and applied as a way to maintain our constitutional democracy, to respect core democratic values, and to understand the global connections of modern society. High school students need to evaluate different viewpoints when making decisions about public concerns and have the ability to express conclusions in writing in a clear and organized manner.

The Social Studies Strands at right show the points possible, as well as the percent correct and points earned by your child.

A STUDENT WHO PERFORMED AT THE BASIC LEVEL:
Had an incomplete body of knowledge about social studies information and concepts. Students faced difficulty in using key social studies knowledge and skills in their decisions as they become responsible citizens in a democratic society.
The MEAP assessments are standardized, criterion referenced assessments indicating what students know and can do in relation to the content defined in the Michigan Curriculum Frameworks. More information about the MEAP assessments can be found at www.michigan.gov/meap. Additional information about the State Curriculum Frameworks can be found on the Michigan Department of Education website, www.michigan.gov/mde.

MEAP assessments are generally made up of multiple choice and written response items developed, edited and reviewed several times by Michigan teachers and educators using a rigorous process that meets national technical standards. The raw scores in this report indicate the number of points assigned to correct responses. Scale scores are reported for each subject placing the raw scores on a standard scale so that comparisons can be made between test administrations. Performance levels were determined using test information and the expert judgment of Michigan educators and other knowledgeable stakeholders.

If you have questions about this assessment, or this report, please talk to your school or district coordinator. Your child’s teachers, or principal will be able to assist you in interpreting this report.

**District Contact Information:**

**District Name:** WANTTOBETTER PUBLIC SCHOOL  
**School Name:** SUPERIOR HIGH SCHOOL

For more information, please visit www.michigan.gov/meap.
Contact Information

Michigan Educational Assessment Program (MEAP) coordinators and assessment administrators should become familiar with the report layouts and information contained in this document. If district MEAP coordinators have questions after reviewing this manual, or need additional information about MEAP assessment administration procedures, content, scheduling, appropriate assessment or accommodations for students with disabilities, or the English Language Learner (ELL) Program, please contact the Michigan Department of Education, Office of Educational Assessment and Accountability, using the contact information listed below.

Office of Educational Assessment and Accountability

Edward Roeber, Senior Executive Director
Marilyn Roberts, Director
Joseph Martineau, Manager, General Assessment
Steve Viger, Psychometrician
Paul Bielawski, Manager, Educational Accountability
Peggy Dutcher, Manager, Assessment for Students with Disabilities Program
William Brown, Coordinator, Test Development
James Griffiths, Manager, Assessment Administration and Reporting
Jane Faulds, English Language Arts Consultant
Kyle Ward, Mathematics Consultant
Rodger Epp, Science Consultant
Ruth Isaia, Social Studies Consultant
Sue Peterman, Department Analyst, Assessment Administration and Reporting
Patricia King, Department Analyst, Assessment Administration and Reporting

Phone: 1-877-560-8378
Fax: 517-335-1186
Web site: www.michigan.gov/meap (current information, assessment results, released items)
E-mail: meap@michigan.gov
STATE OF MICHIGAN
STATE BOARD OF EDUCATION

Kathleen N. Straus – President
John C. Austin – Vice President
Carolyn L. Curtin – Secretary
Marianne Yared McGuire – Treasurer
Nancy Danhof - NASBE Delegate
Elizabeth W. Bauer
Reginald M. Turner
Casandra E. Ulbrich

EX-OFFICIO
Jennifer M. Granholm – Governor
Michael P. Flanagan – Superintendent of Public Instruction

608 West Allegan Street
P.O. Box 30008
Lansing, MI 48909

MICHIGAN STATE BOARD OF EDUCATION
STATEMENT OF ASSURANCE OF COMPLIANCE WITH FEDERAL LAW

The Michigan State Board of Education complies with all Federal laws and regulations prohibiting discrimination and with all requirements and regulations of the U.S. Department of Education. It is the policy of the Michigan State Board of Education that no person on the basis of race, color, religion, national origin or ancestry, age, sex, marital status, or handicap shall be discriminated against, excluded from participation in, denied the benefits of, or otherwise be subjected to discrimination in any program or activity for which it is responsible or for which it receives financial assistance from the U.S. Department of Education.