What is the composition of this MEAP® test?

MEAP® Blueprint Summary

Detroit City School District
Joyce Elementary School (Test Administrator)
MEAP Grade 4 Reading • Fall 2008-09
Form 07

Strand	# of Points	% of Items	Designator*	Prompt Type	# Items	# Points	% of Strand
Word Study	**3**	**10%**	R.WS.03.08	Multiple-Choice	3	3	100%
Narrative Text	**6**	**20%**	R.NT.03.02	Multiple-Choice	1	1	17%
			R.NT.03.03	Multiple-Choice	3	3	50%
			R.NT.03.04	Multiple-Choice	2	2	33%
Informational Text	**6**	**20%**	R.IT.03.01	Multiple-Choice	2	2	33%
			R.IT.03.02	Multiple-Choice	1	1	17%
			R.IT.03.03	Multiple-Choice	3	3	50%
Comprehension	**15**	**50%**	R.CM.03.01	Multiple-Choice	2	2	13%
			R.CM.03.02	Multiple-Choice	3	3	20%
			R.CM.03.03	Multiple-Choice	10	10	67%
TOTAL NUMBER OF ITEMS/POINTS	**30**	**100%**	This is the total number of *operational* questions on the test. Note that there may be a varying number of field test items, but these are not counted toward a student's results.				

* The Designator is either the state standard or, if not available, a label that displays the subject, grade level, and index to uniquely identify the item.

QuickFinder Code:
ME-SIBLUST

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Where do we have curriculum alignment?

Comparison of Strengths and Weaknesses in MEAP® Reading Test Strands

Detroit City School District
Joyce Elementary School (Test Administrator)
MEAP Grade 4 Reading • Fall 2008-09

		NOT PROFICIENT Students in Level 3 or 4				PROFICIENT Students in Level 1 or 2			
		Weakness		Strength		Weakness		Strength	
STRANDS	Total # Tested	#	%	#	%	#	%	#	%
Word Study	44	21	95%	1	5%	19	86%	3	14%
Narrative Text	44	22	100%	0	0%	10	45%	12	55%
Informational Text	44	22	100%	0	0%	13	59%	9	41%
Comprehension	44	22	100%	0	0%	18	82%	4	18%

TOTAL STUDENTS NOT PROFICIENT	22	TOTAL STUDENTS PROFICIENT	22
PERCENT NOT PROFICIENT	50%	PERCENT PROFICIENT	50%

Analysis Questions

1. On which strand did our students perform best? Worst?
2. In which strand(s) is our curriculum probably tight? (Look for 94-100% of the students who scored proficient showing a strength.)
3. Would focusing on instructional strategies benefit our students? (Does the data reflect curriculum alignment but a lot of students are still Not Proficient?)
4. In which strand(s) does our curriculum need tightening? (Look for 93% or fewer of the students who were Proficient showing a strength.)

Suggested Uses (Internal/External)

- Faculty Presentations
- Curriculum Alignment
- Strategies Alignment
- School Improvement Plan (Action Strategies)

Supplement Code: **RD04-ST10**

QuickFinder Code: **ME-SICMPSW**

A 'Weakness' is defined as answering fewer than 80% of the questions correctly. A 'Strength' is defined as answering 80% or more questions correctly.

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Where do we have curriculum alignment for NCLB Subgroups?

Comparison of Strengths and Weaknesses in
MEAP® Reading Test Strands,
Disaggregated by NCLB Subgroups

Detroit City School District
Joyce Elementary School (Test Administrator)
MEAP Grade 4 Reading • Fall 2008-09

Comprehension

		NOT PROFICIENT Students in Level 3 or 4				PROFICIENT Students in Level 1 or 2			
		Weakness		Strength		Weakness		Strength	
SUBGROUP	Total # Tested	#	%	#	%	#	%	#	%
All Students	44	22	100%	0	0%	18	82%	4	18%
Males	23	14	100%	0	0%	7	78%	2	22%
Females	21	8	100%	0	0%	11	85%	2	15%
White Students	0								
Black Students	43	21	100%	0	0%	18	82%	4	18%
Hispanic Students	1	1	100%	0	0%	0	0%	0	0%
Asian/Pacific Islander Students	0								
Students with Disabilities	8	5	100%	0	0%	3	100%	0	0%
Economically Disadvantaged	39	20	100%	0	0%	15	79%	4	21%
Limited English Proficient	1	1	100%	0	0%	0	0%	0	0%

TOTAL STUDENTS NOT PROFICIENT	22	TOTAL STUDENTS PROFICIENT	22
PERCENT NOT PROFICIENT	50%	PERCENT PROFICIENT	50%

Analysis Questions

1. Which subgroup performed best on this strand? Worst?
2. For which subgroup(s) is our curriculum probably tight in this strand? (Look for 94-100% of the students who scored Proficient showing a strength.)
3. Would focusing on instructional strategies benefit students in particular subgroups? (Does the data reflect curriculum alignment but a lot of students are still Not Proficient?)
4. For which subgroup(s) does our curriculum need tightening? (Look for 93% or fewer of the students who were Proficient showing a strength.)

Suggested Uses (Internal/External)

- Faculty Presentations
- Curriculum Alignment
- Strategies Alignment
- School Improvement Plan

QuickFinder Code:
ME-SICMPSWSUB

A 'Weakness' is defined as answering fewer than 80% of the questions correctly. A 'Strength' is defined as answering 80% or more questions correctly.

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How strong are our students by strand?

Comparison of Strengths and Weaknesses across 10% Brackets in MEAP® Reading Test Strands

Detroit City School District
Joyce Elementary School (Test Administrator)
MEAP Grade 4 Reading • Fall 2008-09

		Weakness									Strength		
STRANDS	Total # Tested	0-9	10-19	20-29	30-39	40-49	50-59	60-69	70-79	**0-79**	80-89	90-100	**80-100**
Word Study	44	9 20%	0 0%	0 0%	18 41%	0 0%	0 0%	13 30%	0 0%	**40** **91%**	0 0%	4 9%	**4** **9%**
Narrative Text	44	2 5%	7 16%	0 0%	5 11%	0 0%	12 27%	6 14%	0 0%	**32** **73%**	0 0%	3 7%	**12** **27%**
Informational Text	44	3 7%	9 20%	0 0%	4 9%	0 0%	14 32%	5 11%	0 0%	**35** **80%**	0 0%	2 5%	**9** **20%**
Comprehension	44	2 5%	4 9%	8 18%	8 18%	6 14%	3 7%	6 14%	3 7%	**40** **91%**	4 9%	0 0%	**4** **9%**

These are students with significiant deficienies

These are students that are right on the cusp of performing at 80%

80% is used as the cutoff between a Strength and a Weakness because it is an effective measure of adequate performance on the test

Analysis Questions

1. On which strand(s) did our students perform best? Worst?
2. In which strand(s) is our curriculum probably tight? (Look for greater than 70% of students showing a strength)
3. Would focusing on instructional strategies benefit our students? (Are a lot of students in the 70-79% group?)
4. In which strand(s) does our curriculum need tightening? (Look for 70% or more of our students showing a weakness)

Suggested Uses (Internal/External)

- Faculty Presentations
- Curriculum Alignment
- Strategies Alignment
- School Improvement Plan (Action Strategies)

Supplement Code: **RD04-ST10**

QuickFinder Code: **ME-SICMPSW**

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How have our students performed over time within each standard?

Percentage of Students Answering Items Correctly within Each Standard

Detroit City School District
Joyce Elementary School (Test Administrator)
MEAP Grade 4 Reading

Standard	Standard Description	Period	# Items	Percentage of Students with Correct Answers (0 20 40 60 80 100)
R.CM.03.01	Connect personal knowledge, experience, and understanding of the world to themes and perspectives in text through oral and written responses.	2007-08	58	59%
		2008-09	86	29%
R.CM.03.02	Retell the story elements of grade level appropriate narrative text and major idea(s) of grade level appropriate informational text with relevant details.	2007-08	406	58%
		2008-09	129	49%
R.CM.03.03	Compare and contrast (oral and written) relationships among characters, events, and key ideas within and across texts to create a deeper understanding (e.g., a narrative to an informational text, a literature selection to a subject area text, an historical event to a current event).	2007-08	116	77%
		2008-09	417	44%
R.IT.03.01	Identify and describe a variety of informational genre (e.g., textbooks, encyclopedia, magazines).	2008-09	86	60%
R.IT.03.02	Identify informational text patterns (e.g., problem/solution, sequence, compare/contrast, descriptive).	2008-09	43	35%
R.IT.03.03	Explain how authors use titles, headings and subheadings, time lines, prefaces, indices, and table of contents to enhance understanding of supporting and key ideas.	2007-08	174	57%
		2008-09	129	44%
R.NT.03.01	Explain how characters in literature and other texts express attitudes about one another in familiar classic and contemporary literature recognized for quality and literary merit.	2007-08	58	40%
R.NT.03.02	Identify and describe a variety of narrative genre (e.g., folktales, fables, realistic fiction).	2007-08	174	49%
		2008-09	43	51%
R.NT.03.03	Identify and describe characters' thoughts and motivations, story level themes (e.g., good vs. evil), main idea, and lesson/moral (e.g., fable) in narrative text.	2007-08	290	56%
		2008-09	129	56%
R.NT.03.04	Explain how authors use literary devices (e.g., prediction, personification, point of view) to develop a story level theme, depict the setting, and reveal how thoughts and actions convey important character traits across a variety of text.	2007-08	290	51%
		2008-09	86	50%

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Which answers did students select for each test item?

Student Performance by Question
Percentage of Students Selecting Each Answer

Detroit City School District
Joyce Elementary School (Test Administrator)
MEAP Grade 4 Reading • Fall 2008-09
All Test Forms

Word Study							
Designator Question # # Students Type	Question Text or Descriptor	Standard Description	% students within school (top) and state (bottom) selecting each answer. Answer text below (if available). *				
			A	B	C	D	Other**
R.WS.03.08 #7 43 Students Core	Read this sentence from the selection. Stacks of papers and books teetered, ready to fall. Another word for teetered would be	Determine the meaning of words and phrases in context, (e.g., synonyms, homonyms, multiple meaning words) using strategies and resources (e.g., context clues, concept mapping, dictionary).	**37%** **55%**	16% 10%	16% 14%	30% 22%	
			wobbled.	stumbled.	tumbled.	stacked.	
R.WS.03.08 #11 43 Students Core	Identify synonym	Determine the meaning of words and phrases in context, (e.g., synonyms, homonyms, multiple meaning words) using strategies and resources (e.g., context clues, concept mapping, dictionary).	47% 33%	**28%** **54%**	12% 4%	14% 9%	
			Incorrect meaning	Correct answer	Incorrect meaning	Incorrect meaning	
R.WS.03.08 #15 43 Students Core	Use context to determine word meaning	Determine the meaning of words and phrases in context, (e.g., synonyms, homonyms, multiple meaning words) using strategies and resources (e.g., context clues, concept mapping, dictionary).	**58%** **66%**	23% 10%	7% 10%	12% 14%	
			Correct answer	Incorrect meaning	Incorrect meaning	Incorrect meaning	

Narrative Text							
Designator Question # # Students Type	Question Text or Descriptor	Standard Description	% students within school (top) and state (bottom) selecting each answer. Answer text below (if available). *				
			A	B	C	D	Other**

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What comments did our students receive on Writing prompts?

Detroit City School District
Joyce Elementary School (Test Administrator)
MEAP Grade 4 Writing • Fall 2008-09

W.PR.03.01 (Writing Process, Question #31):
WRITE ABOUT THE THEME: CHANGE Your life changes as you get older. For example, you can now do things you could not do before. Think about things that have changed in your life. Write about change. Do ONLY ONE of the following: describe something that

# and % of Students Earning Rubric	Rubric Score	Writing 6-Point Rubric	Comment Code	Comment Code Description	# and % of Students Receiving Comment
0% 0 Students	**6**	The writing is exceptionally engaging, 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 master of writing conventions contribute to the effect of the response.	8	Earned the highest scorepoint of 6.	**0%** 0 students
0% 0 Students	**5**	The writing is engaging, 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.	7	Needs greater precision and muturity of language to get a higher score.	**0%** 0 students
			6	Needs tighter control of organization and/or the connections among ideas to get a higher score.score.	**0%** 0 students
5% 2 Students	**4**	The writing is generally clear and focused. Ideas and content are developed with relevant details and examples where appropriate, although there may be some uneveness. 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.	5	Needs richer development of the central idea with some additional, relevant details and examples to get a higher score.	**5%** 2 students
14% 6 Students	**3**	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.	4	Lacks coherent organization or connections.	**24%** 10 students
			3	Needs details and examples to adequately develop the ideas and content.	**88%** 37 students
57% 24 Students	**2**	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.	2	Demonstrates limited control over sentence structure, vocabulary, and.or conventions.	**2%** 1 students
24% 10 Students	**1**	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.	1	Lacks focus on a central idea.	**12%** 5 students

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