

Michigan's SAT® with Essay Performance Level Information

SAT with Essay content scale scores for Reading/Writing and Math can be divided into ranges. The labels applied to these ranges are called Performance Levels (PL), and each Performance Level has a descriptor. The divisions between the Performance Levels are often referred to as cut scores.

SAT with Essay Performance Levels and Descriptors are as follows:

- Not Proficient – The student needs intensive intervention and support to improve achievement and to become career- and college-ready. The student's performance is not yet proficient and indicates minimal understanding and application of the high school content standards defined for Michigan students.
- Partially Proficient – The student needs assistance to improve achievement and to become career and college ready. The student's performance is not yet proficient, indicating a partial understanding and application of the high school content standards defined for Michigan students.
- Proficient – The student's performance indicates understanding and application of key high school content standards defined for Michigan students. The student needs continued support to maintain and improve proficiency and to be career- and college-ready.
- Advanced – The student's performance exceeds the high school content standards 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.

The Table below shows four ranges for each of the SAT with Essay content areas. Each range is defined with a Performance Label:

Michigan's SAT with Essay Performance Level Scale Score Ranges					
Subject	Grade	Level 1 Not Proficient	Level 2 Partially Proficient	Level 3 Proficient	Level 4 Advanced
Reading and Writing	11	200-429	430-479	480-629	630-800
Math	11	200-429	430-529	530-649	650-800

Note: Michigan uses SAT results for measuring proficiency on state academic standards in high school ELA and mathematics. Students who are proficient or advanced in Reading and Writing and/or in Math have also met the College Board benchmark for those subjects.

Limitations

Summative assessments, administered near the end of the student's academic year, measure the standards that are assessed; they do not reflect student skills and abilities that are not part of assessed content. These results should be used together with other assessment and classroom performance information to provide a more complete picture of student performance.