2016 M-STEP Reports

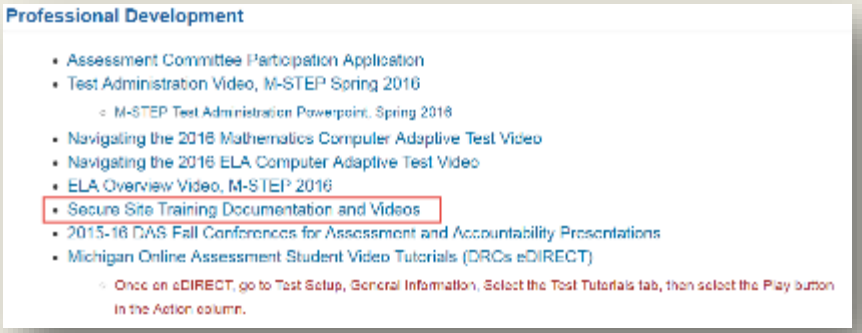
For District and School Test Coordinators

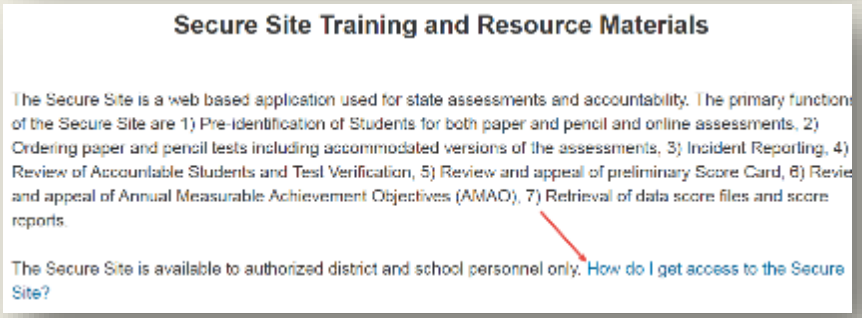
Phoebe Gohs
M-STEP Administration and Reporting Consultant
Gohsp@michigan.gov

MICHIGAN Department of Education

For Access to the Secure Site

1. Go to M-STEP Webpage (www.Michigan.gov/mstep)
2. Select the **Secure Site Training Documentation and Videos** link under the Professional Development section header
3. Click the "**How do I get access to the Secure Site**?" link and follow the instructions





Objectives

After this presentation you will be able to:

- Identify the types of data offered in the dynamic reporting site
- Discriminate between performance level scale score levels and performance level indicators
- Identify the student level M-STEP reports and understand their components
- Identify the aggregate level M-STEP reports and understand their components

MICHIGAN Department of Education

Types of Reporting Data

MICHIGAN Department of Education

Two Types of Data

- Student-Level
  - Individual data that reports student performance relative to Michigan's standards based on the individual student.
  - Student level data reports the achievement of individual students.

- Aggregate
  - Aggregate data reports student performance relative to Michigan's standards based on defined groups of students: classroom data, grade level data, school data, district data, ISD and state level data.
  - Demographic data is aggregate data based on defined demographic groups.
  - Aggregate data shows the performance of groups of students.

MICHIGAN Department of Education

M-STEP Reporting Levels

WHAT IS THE DIFFERENCE BETWEEN PERFORMANCE LEVEL AND PERFORMANCE LEVEL INDICATORS?

MICHIGAN Department of Education

What do you know?

Pause this video and take a moment to write on a scratch paper:

1. What are Performance Levels, and what are Performance Level Indicators?
2. How are they the same?
3. How are they different

MICHIGAN Department of Education

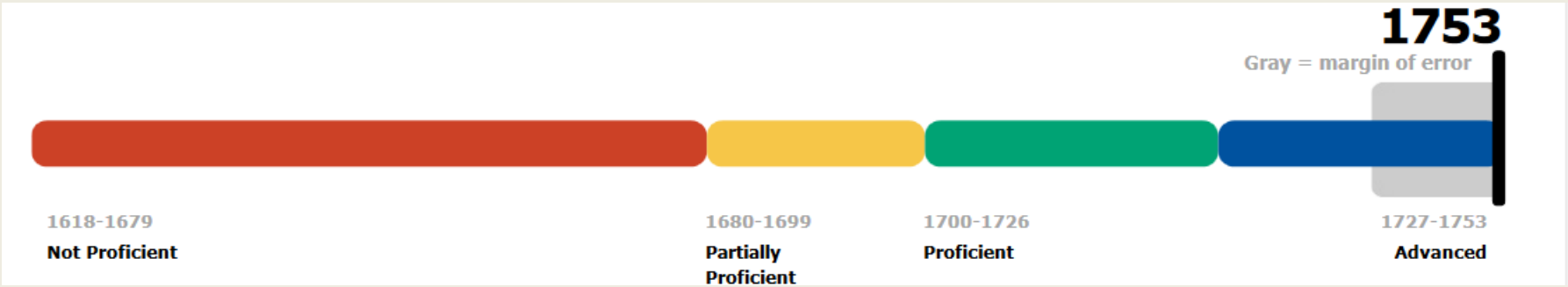
Performance Levels

- Performance Levels show student performance on a content-area test as a whole.

Performance Level	Definition
Advanced	Performance exceeds grade level content standards and indicates substantial understanding and application of key concepts defined for Michigan students.
Proficient	Performance indicates understanding and application of key grade level content standards defined for Michigan students.
Partially Proficient	Performance indicates a partial understanding and application of grade level content standards defined for Michigan students.
Not Proficient	Performance indicates minimal understanding and application of grade level content standards defined for Michigan students.

MICHIGAN Department of Education

Performance Level



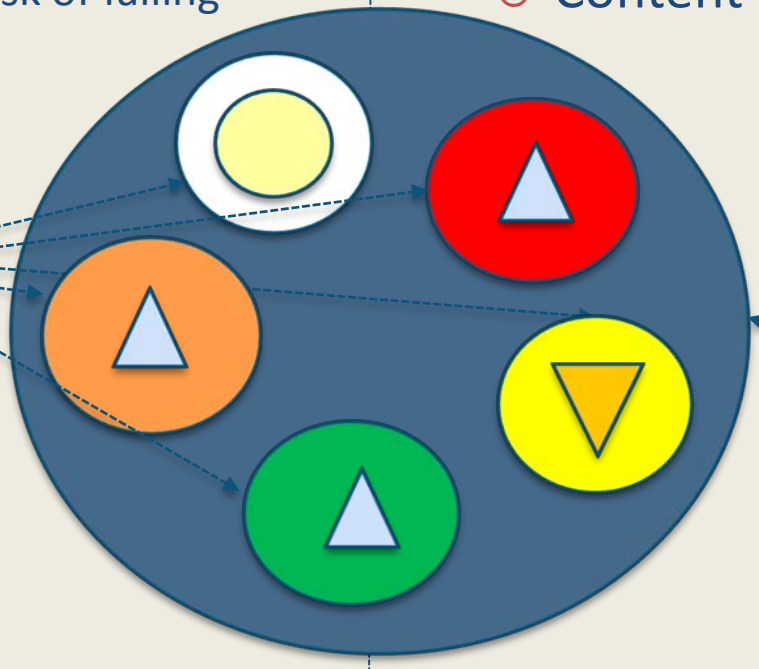
Performance Level Indicators

Performance Level Indicators show student performance on a claim within a content area.

Performance Level Indicators and Performance Levels

- Performance Level Indicators
  - Three Categories (Adequate Progress, Attention may be indicated, Most at risk of falling behind
  - Claim data

- Performance Levels
  - Four Categories (Advanced, Proficient, Partially Proficient, Not Proficient)
  - Content area data



Each small circle represents a claim within the content area

The large circle represents a content area

MICHIGAN Department of Education

M-STEP Reports

- Reports available

Student Level Data Reports

Report	Description
Student Record Labels	Summarizes individual student achievement
Individual Student Report	Separated by content area, provides detailed individual student achievement data. Includes scale score and performance level.
Parent Report	Summarizes individual student achievement in each content area.
Student Roster	Provides detailed student level achievement data. Includes scale score and performance level.
Student Overview	Summarized student achievement for all content areas. Includes mean scale score and performance level.

Aggregate Data Reports

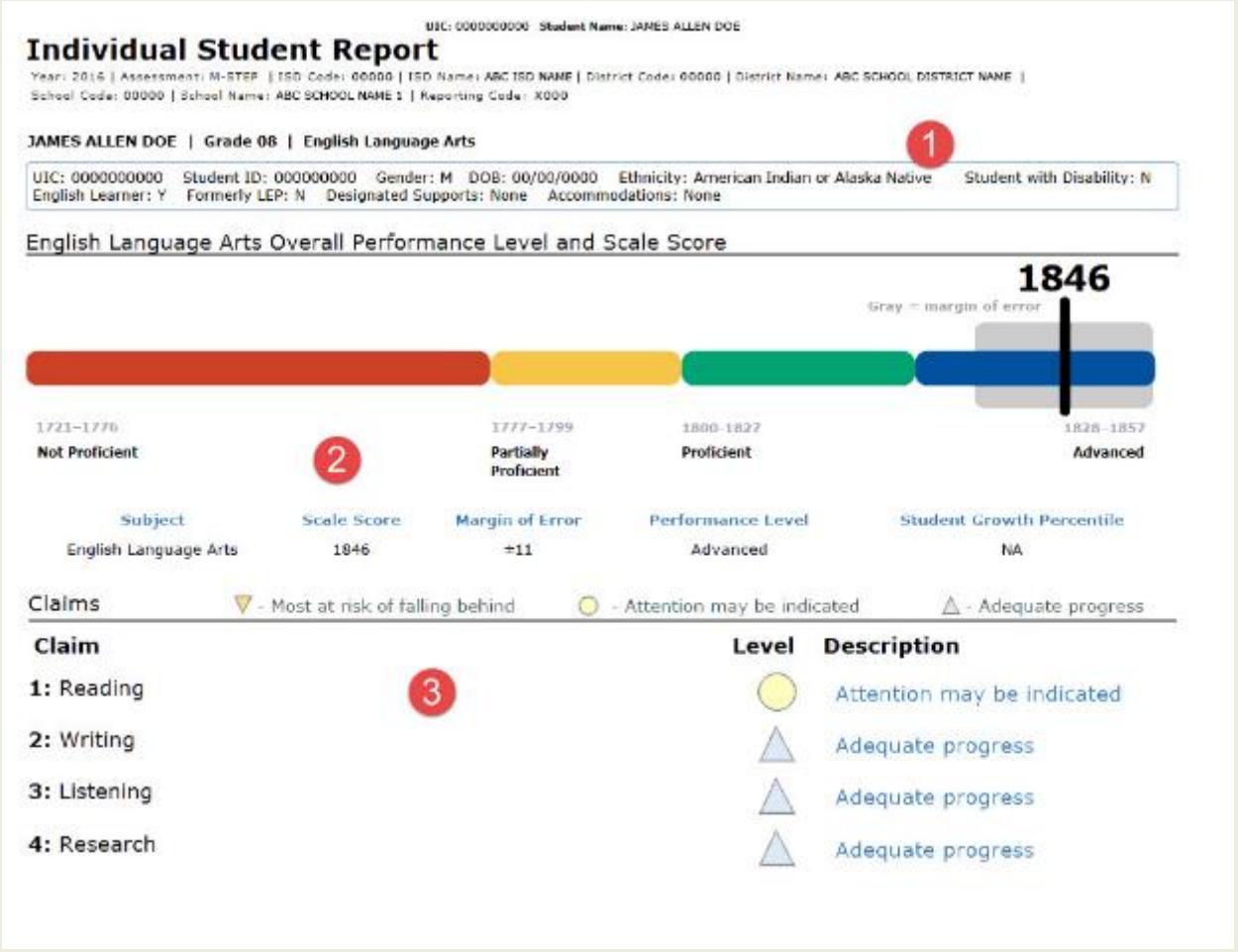
Report	Description
Expectation Analysis	Aggregates the numbers of students in each quartile of points earned out of points possible by Grade Level Content Expectation (GLCE) in science and social studies.
Demographic Report	Provides comparison of student achievement by grade and content, aggregated across selected demographic groups.
Comprehensive Report	Provides comparisons of student achievement by grade and content among schools within a district or districts within an ISD.

MICHIGAN Department of Education

Student Level Data Reports

MICHIGAN Department of Education

Individual Student Report - ELA



UIC: 0000000000 Student Name: JAMES ALLEN DOE

Individual Student Report

Year: 2016 | Assessment: M-STEP | ISD Code: 00000 | ISD Name: ABC ISD NAME | District Code: 00000 | District Name: ABC SCHOOL DISTRICT NAME | School Code: 00000 | School Name: ABC SCHOOL NAME 1 | Reporting Code: X000

JAMES ALLEN DOE | Grade 08 | English Language Arts

1

UIC: 0000000000 Student ID: 000000000 Gender: M DOB: 00/00/0000 Ethnicity: American Indian or Alaska Native Student with Disability: N
English Learner: Y Formerly LEP: N Designated Supports: None Accommodations: None

English Language Arts Overall Performance Level and Scale Score

1846

Gray = margin of error

1721–1776	1777–1799	1800–1827	1828–1857
Not Proficient	Partially Proficient	Proficient	Advanced

2

Subject	Scale Score	Margin of Error	Performance Level	Student Growth Percentile
English Language Arts	1846	±11	Advanced	NA

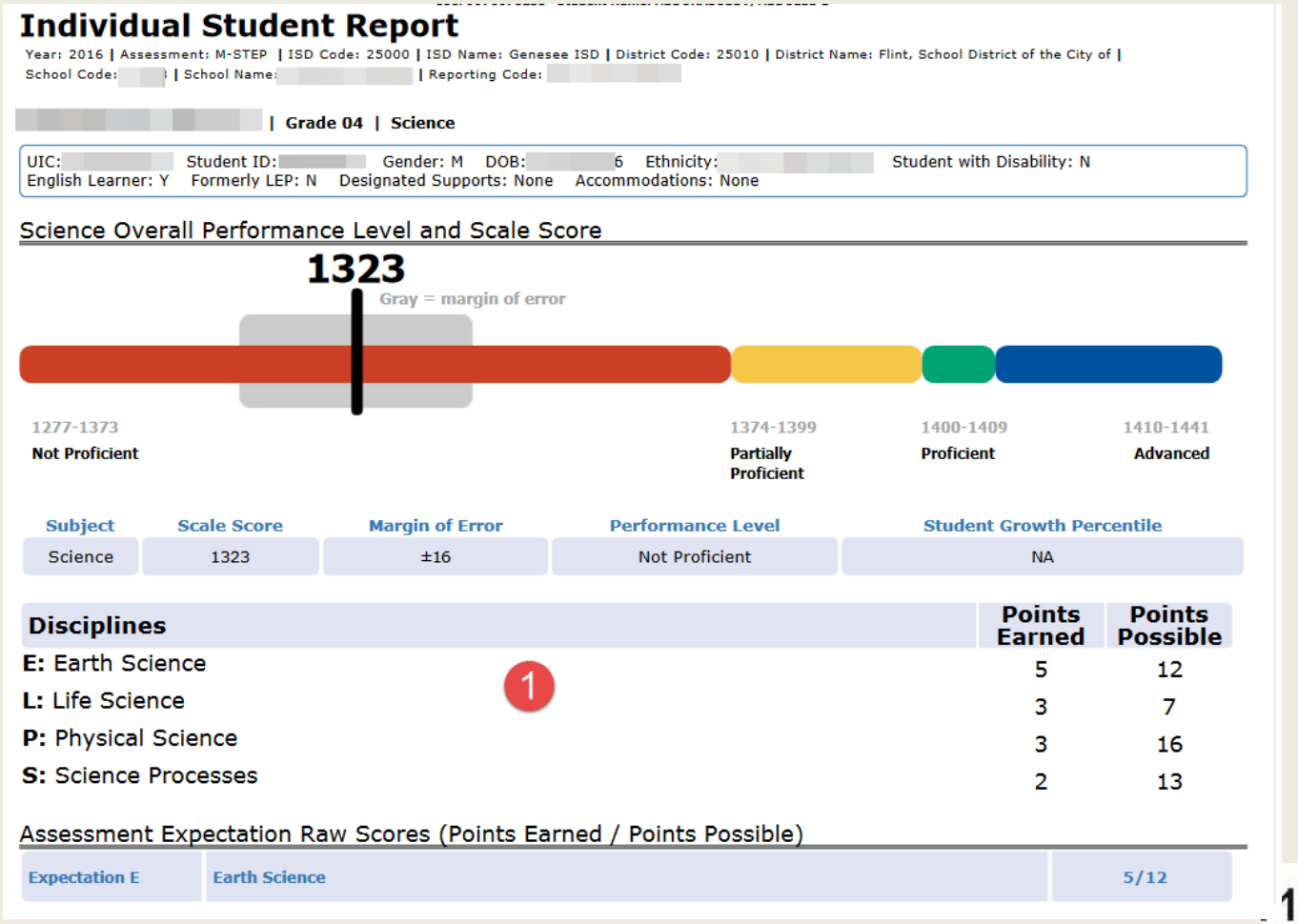
Claims ▽ - Most at risk of falling behind ○ - Attention may be indicated △ - Adequate progress

Claim	Level	Description
1: Reading	○	Attention may be indicated
2: Writing	△	Adequate progress
3: Listening	△	Adequate progress
4: Research	△	Adequate progress

3

MICHIGAN Department of Education

Individual Student Report - Science



Individual Student Report

Year: 2016 | Assessment: M-STEP | ISD Code: 25000 | ISD Name: Genesee ISD | District Code: 25010 | District Name: Flint, School District of the City of | School Code: | School Name: | Reporting Code:

| Grade 04 | Science

UIC: Student ID: Gender: M DOB: 6 Ethnicity: Student with Disability: N
English Learner: Y Formerly LEP: N Designated Supports: None Accommodations: None

Science Overall Performance Level and Scale Score

1323

Gray = margin of error

1277-1373	1374-1399	1400-1409	1410-1441
Not Proficient	Partially Proficient	Proficient	Advanced

Subject	Scale Score	Margin of Error	Performance Level	Student Growth Percentile
Science	1323	±16	Not Proficient	NA

Disciplines	Points Earned	Points Possible
E: Earth Science	5	12
L: Life Science	3	7
P: Physical Science	3	16
S: Science Processes	2	13

Assessment Expectation Raw Scores (Points Earned / Points Possible)

Expectation E	Earth Science	5/12

1

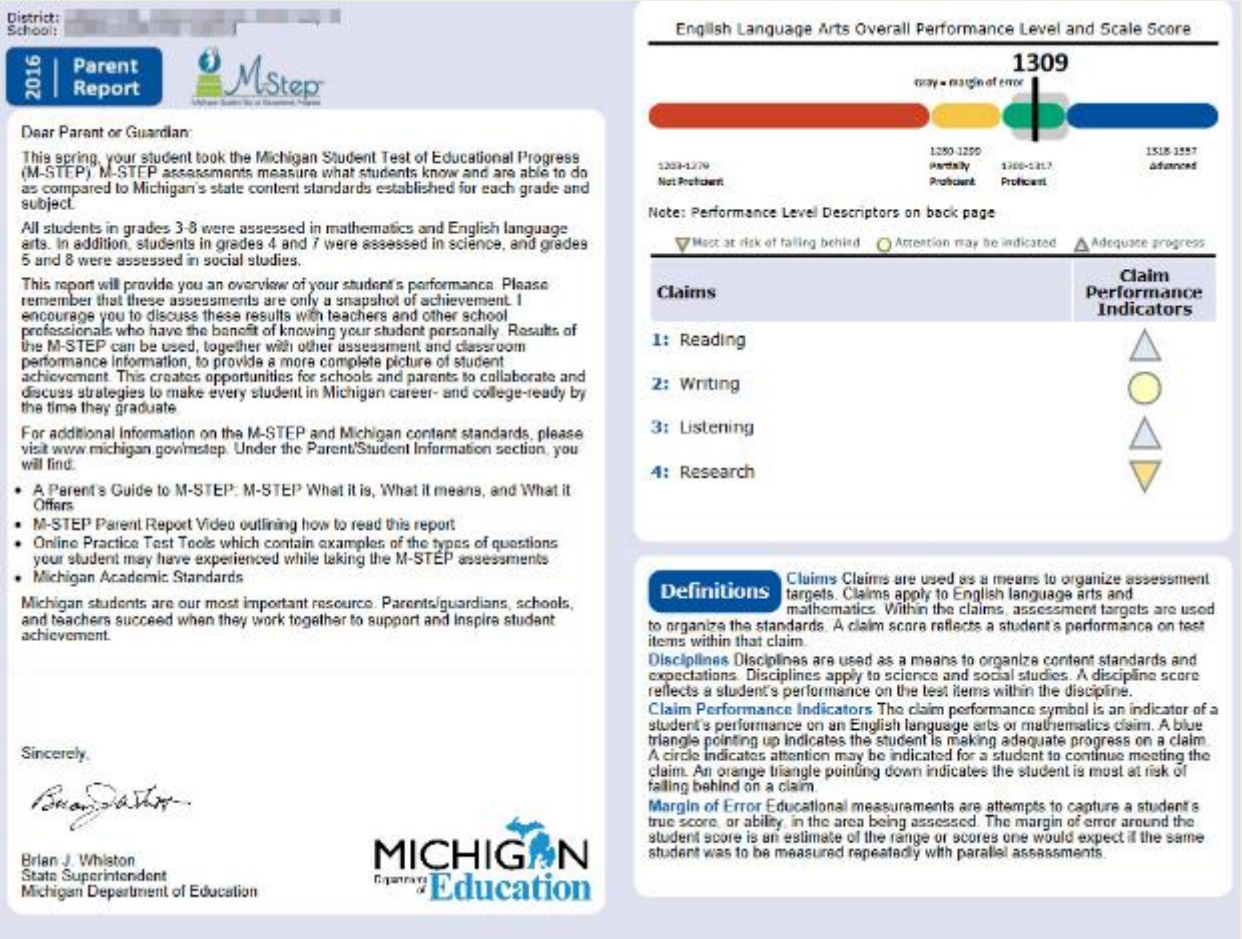
MICHIGAN Department of Education

Individual Student Report – Science page 2

E.ES.03.43	Describe ways humans are protecting, extending, and restoring resources (recycle, reuse, reduce, renewal).	0/1
E.ES.03.44	Recognize that paper, metal, glass, and some plastics can be recycled.	0/1
E.ES.03.51	Describe ways humans are dependent on the natural environment (forests, water, clean air, Earth materials) and constructed environments (homes, neighborhoods, shopping malls, factories, and industry).	0/1
E.FE.02.12	Identify household uses of water (drinking, cleaning, food preparation).	1/1
E.FE.02.21	Describe how rain collects on the surface of the Earth and flows downhill into bodies of water (streams, rivers, lakes, oceans) or into the ground.	0/1
E.FE.02.22	Describe the major bodies of water on the Earth's surface (lakes, ponds, oceans, rivers, streams).	0/1
E.SE.02.21	Describe the major landforms of the surface of the Earth (mountains, plains, plateaus, valleys, hills).	1/1
E.SE.03.31	Identify Earth materials used to construct some common objects (bricks, buildings, roads, glass).	1/1
E.SE.03.32	Describe how materials taken from the Earth can be used as fuels for heating and transportation.	1/1
E.ST.04.11	Identify the sun and moon as common objects in the sky.	0/1
E.ST.04.23	Describe the motion of the moon around the Earth.	1/1
E.ST.04.24	Explain how the visible shape of the moon follows a predictable cycle which takes approximately one month.	0/1
Expectation L	**Life Science**	**3/7**
L.EC.04.21	Explain how environmental changes can produce a change in the food web.	0/1
L.EV.03.11	Relate characteristics and functions of observable parts in a variety of plants that allow them to live in their environment (leaf shape, thorns, odor, color).	1/1
L.EV.03.12	Relate characteristics and functions of observable body parts to the ability of animals to live in their environment (sharp teeth, claws, color, body coverings).	0/1
L.HE.02.13	Identify characteristics of plants (for example: leaf shape, flower type, color, size) that are passed on from parents to young.	0/1
L.OL.02.14	Identify the needs of plants.	0/1
L.OL.03.32	Identify and compare structures in animals used for controlling body temperature, support, movement, food-getting, and protection (for example: fur, wings, teeth, scales).	1/1
L.OL.03.42	Classify animals on the basis of observable physical characteristics (backbone, body coverings, limbs).	1/1
Expectation P	**Physical Science**	**3/16**
P.CM.04.11	Explain how matter can change from one state (liquid, solid, gas) to another by heating and cooling.	0/1

MICHIGAN Department of Education

Parent Report



District:
School:

2016 Parent Report

M-Step

Dear Parent or Guardian:

This spring, your student took the Michigan Student Test of Educational Progress (M-STEP). M-STEP assessments measure what students know and are able to do as compared to Michigan's state content standards established for each grade and subject.

All students in grades 3-8 were assessed in mathematics and English language arts. In addition, students in grades 4 and 7 were assessed in science, and grades 5 and 8 were assessed in social studies.

This report will provide you an overview of your student's performance. Please remember that these assessments are only a snapshot of achievement. I encourage you to discuss these results with teachers and other school professionals who have the benefit of knowing your student personally. Results of the M-STEP can be used, together with other assessment and classroom performance information, to provide a more complete picture of student achievement. This creates opportunities for schools and parents to collaborate and discuss strategies to make every student in Michigan career- and college-ready by the time they graduate.

For additional information on the M-STEP and Michigan content standards, please visit www.michigan.gov/mstep. Under the Parent/Student Information section, you will find:

- A Parent's Guide to M-STEP: M-STEP What it is, What it means, and What it Offers
- M-STEP Parent Report Video outlining how to read this report
- Online Practice Test Tools which contain examples of the types of questions your student may have experienced while taking the M-STEP assessments
- Michigan Academic Standards

Michigan students are our most important resource. Parents/guardians, schools, and teachers succeed when they work together to support and inspire student achievement.

Sincerely,

Brian J. Whiston
State Superintendent
Michigan Department of Education

MICHIGAN Department of Education

English Language Arts Overall Performance Level and Scale Score

1309

gray = margin of error

1204-1279 Not Proficient
1280-1299 Partially Proficient
1300-1317 Proficient
1318-1357 Advanced

Note: Performance Level Descriptors on back page

Most at risk of falling behind | Attention may be indicated | Adequate progress

Claims	Claim Performance Indicators
1: Reading	△
2: Writing	○
3: Listening	△
4: Research	▽

Definitions

Claims Claims are used as a means to organize assessment targets. Claims apply to English language arts and mathematics. Within the claims, assessment targets are used to organize the standards. A claim score reflects a student's performance on test items within that claim.

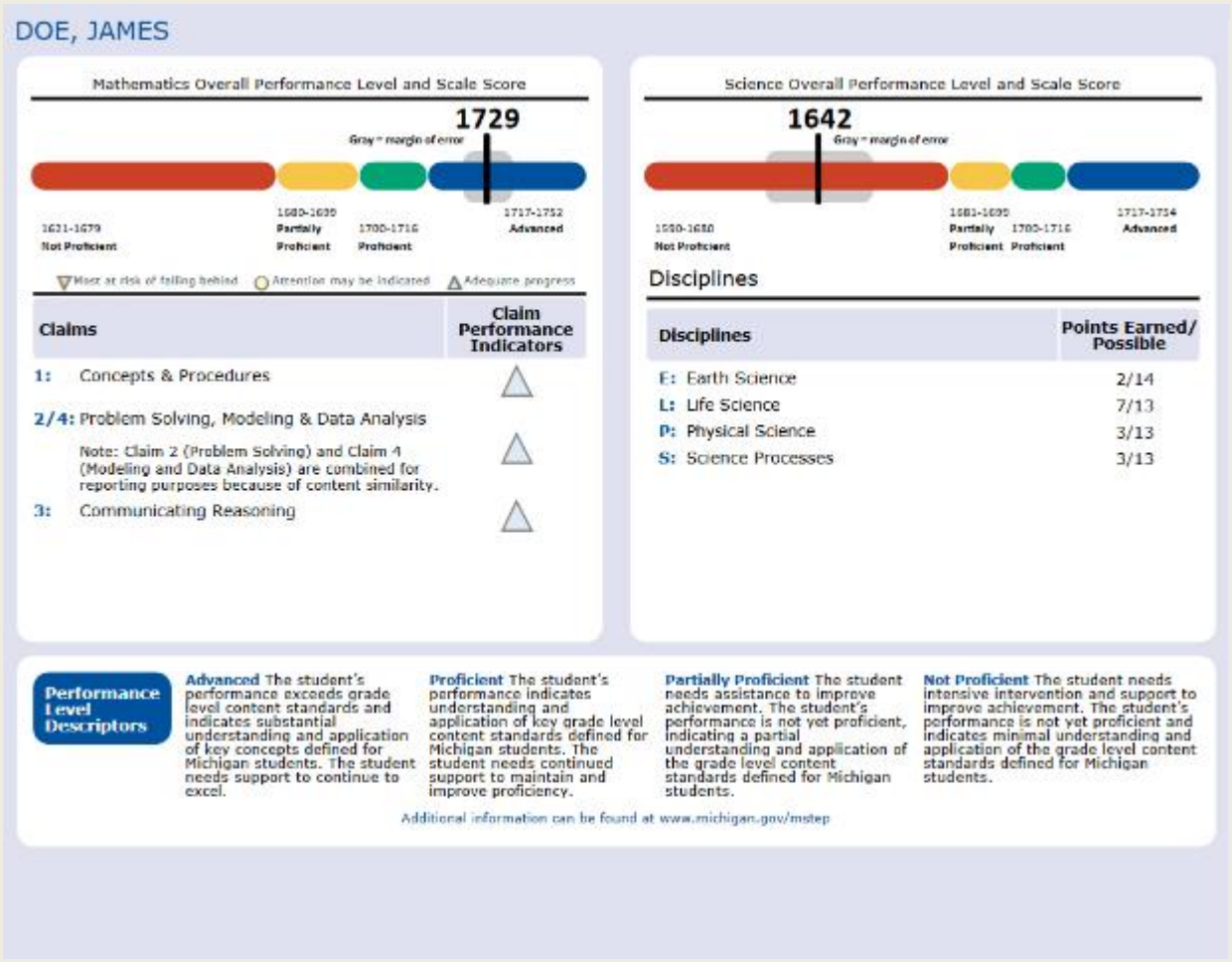
Disciplines Disciplines are used as a means to organize content standards and expectations. Disciplines apply to science and social studies. A discipline score reflects a student's performance on the test items within the discipline.

Claim Performance Indicators The claim performance symbol is an indicator of a student's performance on an English language arts or mathematics claim. A blue triangle pointing up indicates the student is making adequate progress on a claim. A circle indicates attention may be indicated for a student to continue meeting the claim. An orange triangle pointing down indicates the student is most at risk of falling behind on a claim.

Margin of Error Educational measurements are attempts to capture a student's true score, or ability, in the area being assessed. The margin of error around the student score is an estimate of the range or scores one would expect if the same student was to be measured repeatedly with parallel assessments.

MICHIGAN Department of Education

Parent Report



DOE, JAMES

Mathematics Overall Performance Level and Scale Score

1729

Gray = margin of error

1621-1679 Not Proficient | 1680-1699 Partially Proficient | 1700-1716 Proficient | 1717-1752 Advanced

Miser at risk of falling behind | Attention may be indicated | Adequate progress

Claims	Claim Performance Indicators
1: Concepts & Procedures	△
2/4: Problem Solving, Modeling & Data Analysis	△
Note: Claim 2 (Problem Solving) and Claim 4 (Modeling and Data Analysis) are combined for reporting purposes because of content similarity.	
3: Communicating Reasoning	△

Science Overall Performance Level and Scale Score

1642

Gray = margin of error

1580-1680 Not Proficient | 1681-1699 Partially Proficient | 1700-1716 Proficient | 1717-1754 Advanced

Disciplines

Disciplines	Points Earned/ Possible
E: Earth Science	2/14
L: Life Science	7/13
P: Physical Science	3/13
S: Science Processes	3/13

Performance Level Descriptors

Advanced The student's performance exceeds grade level content standards and indicates substantial understanding and application of key concepts defined for Michigan students. The student needs support to continue to excel.

Proficient The student's performance indicates understanding and application of key grade level content standards defined for Michigan students. The student needs continued support to maintain and improve proficiency.

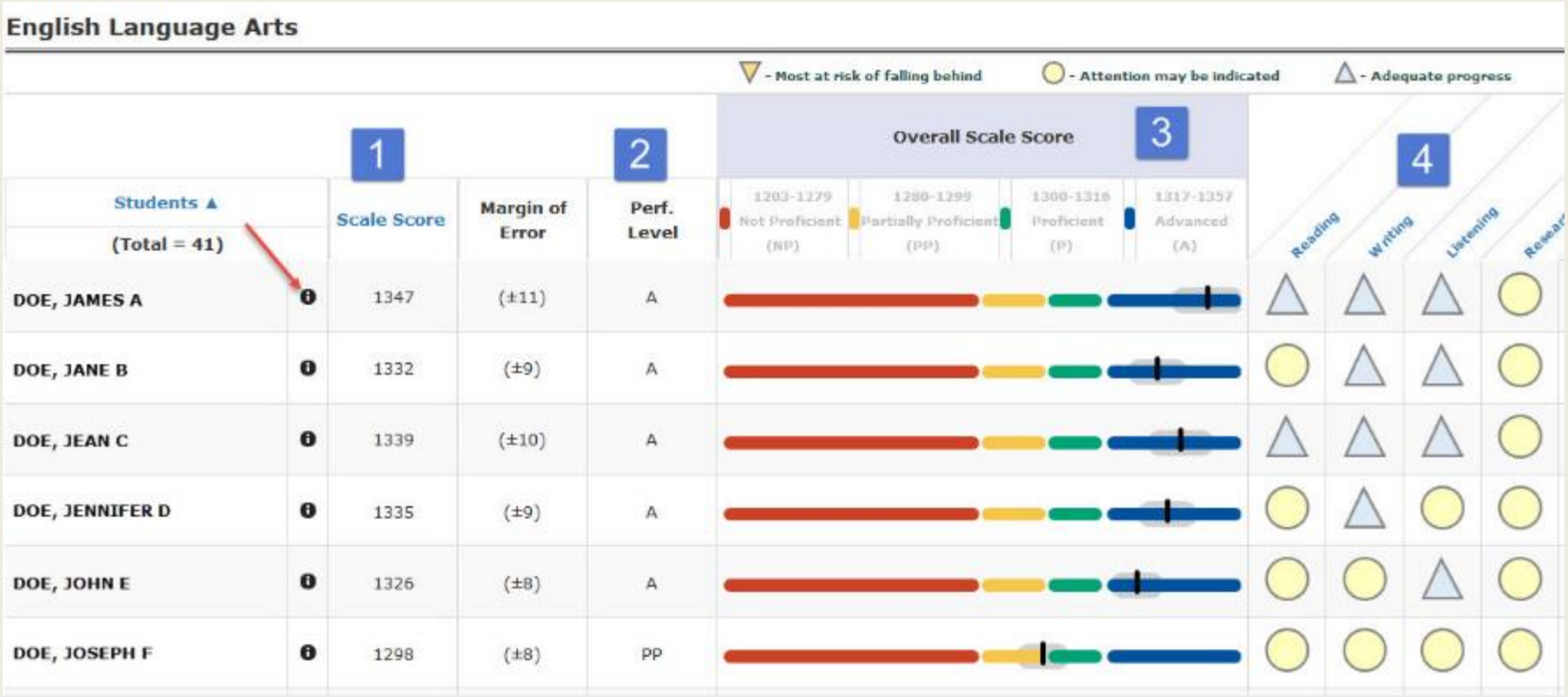
Partially Proficient The student needs assistance to improve achievement. The student's performance is not yet proficient, indicating a partial understanding and application of the grade level content standards defined for Michigan students.

Not Proficient The student needs intensive intervention and support to improve achievement. The student's performance is not yet proficient and indicates minimal understanding and application of the grade level content standards defined for Michigan students.

Additional information can be found at www.michigan.gov/mstep

MICHIGAN Department of Education

Student Roster



English Language Arts

▽ - Most at risk of falling behind ○ - Attention may be indicated △ - Adequate progress

Students ▲ (Total = 41)	Scale Score (1)	Margin of Error	Perf. Level (2)	Overall Scale Score (3): 1203-1279 Not Proficient (NP) / 1280-1299 Partially Proficient (PP) / 1300-1316 Proficient (P) / 1317-1357 Advanced (A)	Reading (4)	Writing	Listening	Research
DOE, JAMES A	1347	(±11)	A		△	△	△	○
DOE, JANE B	1332	(±9)	A		○	△	△	○
DOE, JEAN C	1339	(±10)	A		△	△	△	○
DOE, JENNIFER D	1335	(±9)	A		○	△	○	○
DOE, JOHN E	1326	(±8)	A		○	○	△	○
DOE, JOSEPH F	1298	(±8)	PP		○	○	○	○

MICHIGAN Department of Education

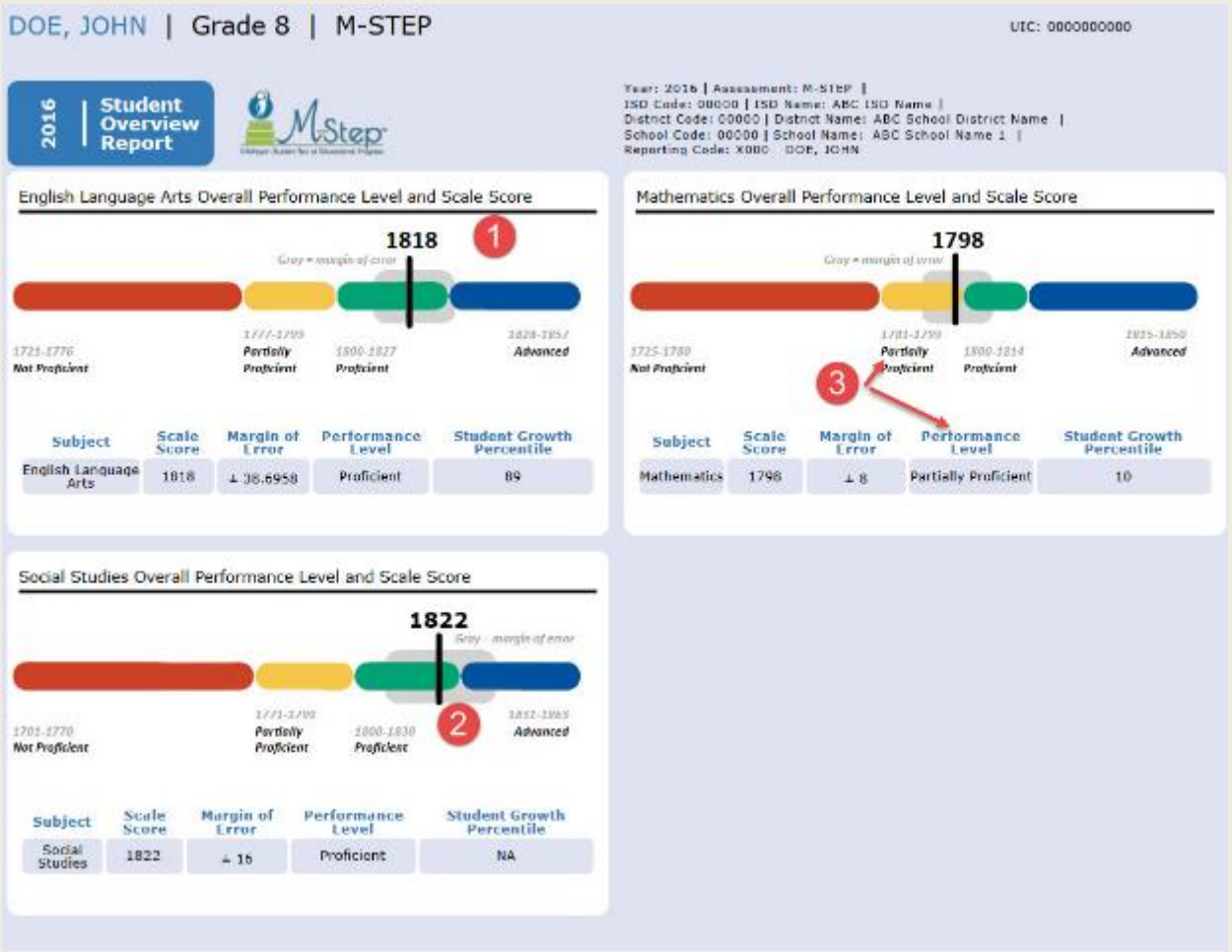
Student Roster

Scale Score	Margin of Error	Perf. Level	Biology	Chemistry	Earth Science	Physics	Inquiry and Reflectio
2140	(±16)	A	5/8	6/6	8/8	7/8	10/10
2110	(±16)	P	6/8	4/6	6/8	7/8	6/10
2126	(±16)	A	5/8	4/6	7/8	7/8	10/10
2118	(±16)	P	8/8	5/6	5/8	5/8	8/10
2107	(±16)	P	5/8	5/6	4/8	5/8	9/10

Student Roster

MICHIGAN Department of Education

Student Overview

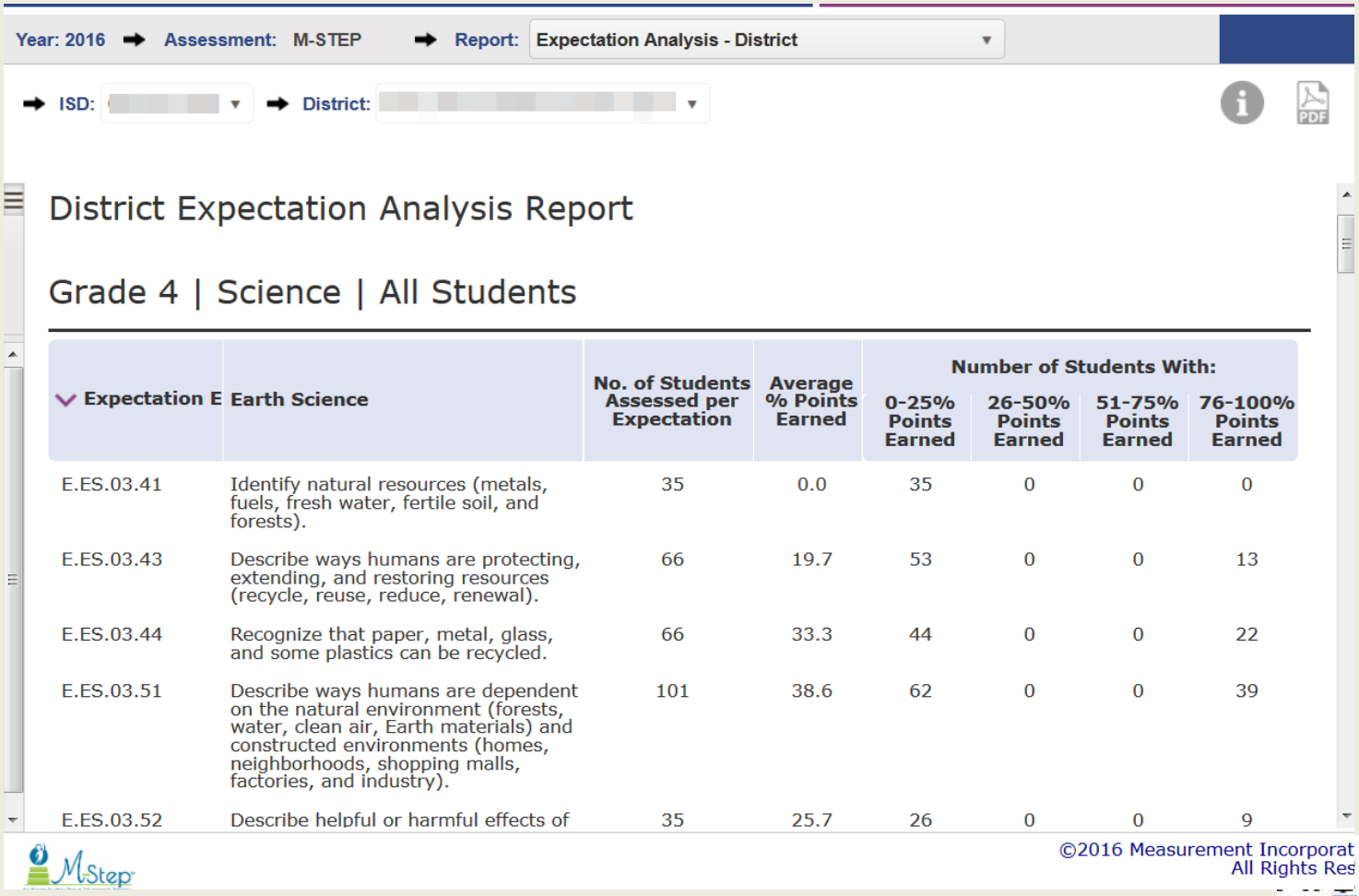


MICHIGAN Department of Education

Aggregate Level Student Reports

MICHIGAN Department of Education

Expectation Analysis



District Expectation Analysis Report

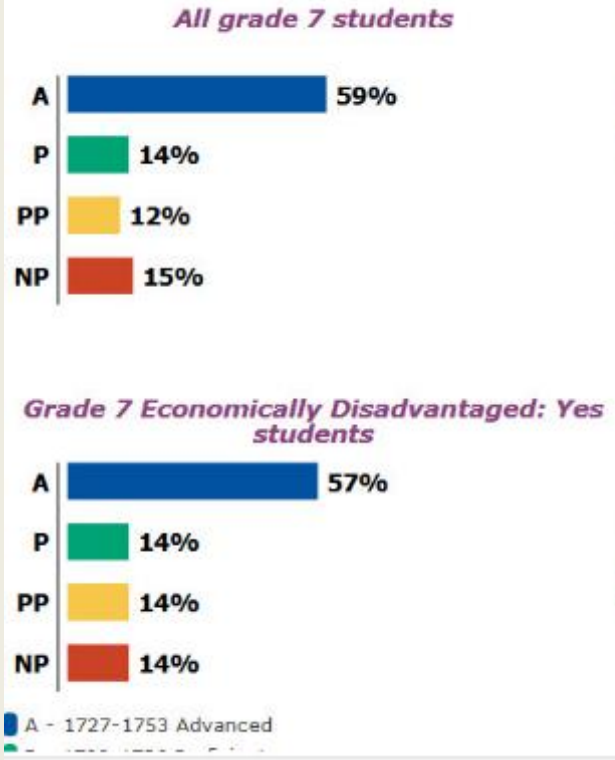
Grade 4 | Science | All Students

Expectation E	Earth Science	No. of Students Assessed per Expectation	Average % Points Earned	Number of Students With: 0-25% Points Earned	26-50% Points Earned	51-75% Points Earned	76-100% Points Earned
E.ES.03.41	Identify natural resources (metals, fuels, fresh water, fertile soil, and forests).	35	0.0	35	0	0	0
E.ES.03.43	Describe ways humans are protecting, extending, and restoring resources (recycle, reuse, reduce, renewal).	66	19.7	53	0	0	13
E.ES.03.44	Recognize that paper, metal, glass, and some plastics can be recycled.	66	33.3	44	0	0	22
E.ES.03.51	Describe ways humans are dependent on the natural environment (forests, water, clean air, Earth materials) and constructed environments (homes, neighborhoods, shopping malls, factories, and industry).	101	38.6	62	0	0	39
E.ES.03.52	Describe helpful or harmful effects of	35	25.7	26	0	0	9

©2016 Measurement Incorporat
All Rights Res

Demographic Report

English Language Arts



Demographic Subgroups	No. of Students Assessed	Mean Scale Score	% at NP	% at PP	% at P	% at A	% at A & P
All	101	1724	15	12	14	59	73
Gender							
Male	66	1728	11	14	9	67	76
Female	35	1716	23	9	23	46	69
Ethnicity							
American Indian or Alaska Native	14	1723	14	14	14	57	71
Asian	15	1719	20	13	13	53	67
Black or African American	14	1727	14	14	14	57	71
Native Hawaiian or Other Pacific Islander	13	1703	23	15	39	23	62
White	15	1730	13	7	13	67	80
Two or More Races	15	1723	20	7	7	67	73
Hispanic or Latino	15	1740	0	13	0	87	87
Additional Reporting Groups							
Economically Disadvantaged: Yes	14	1723	14	14	14	57	71
Economically Disadvantaged: No	87	1724	15	12	14	60	74
ELs: Yes	52	1727	14	12	12	64	75
ELs: No	49	1721	16	12	16	55	71
Formerly LEP	11	1724	18	9	9	64	73
Migrant	15	1740	0	13	0	87	87

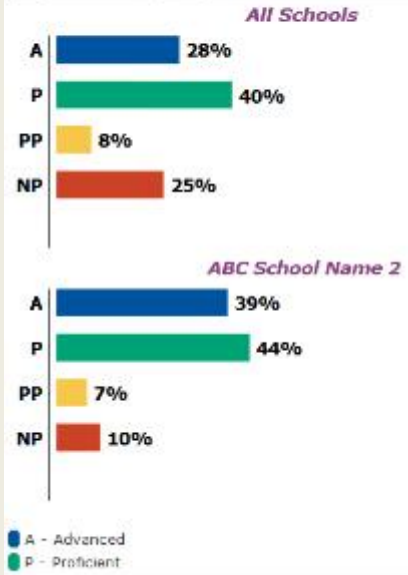
MICHIGAN Department of Education

Comprehensive Report

District Comprehensive Report

All Grades | All Students

English Language Arts



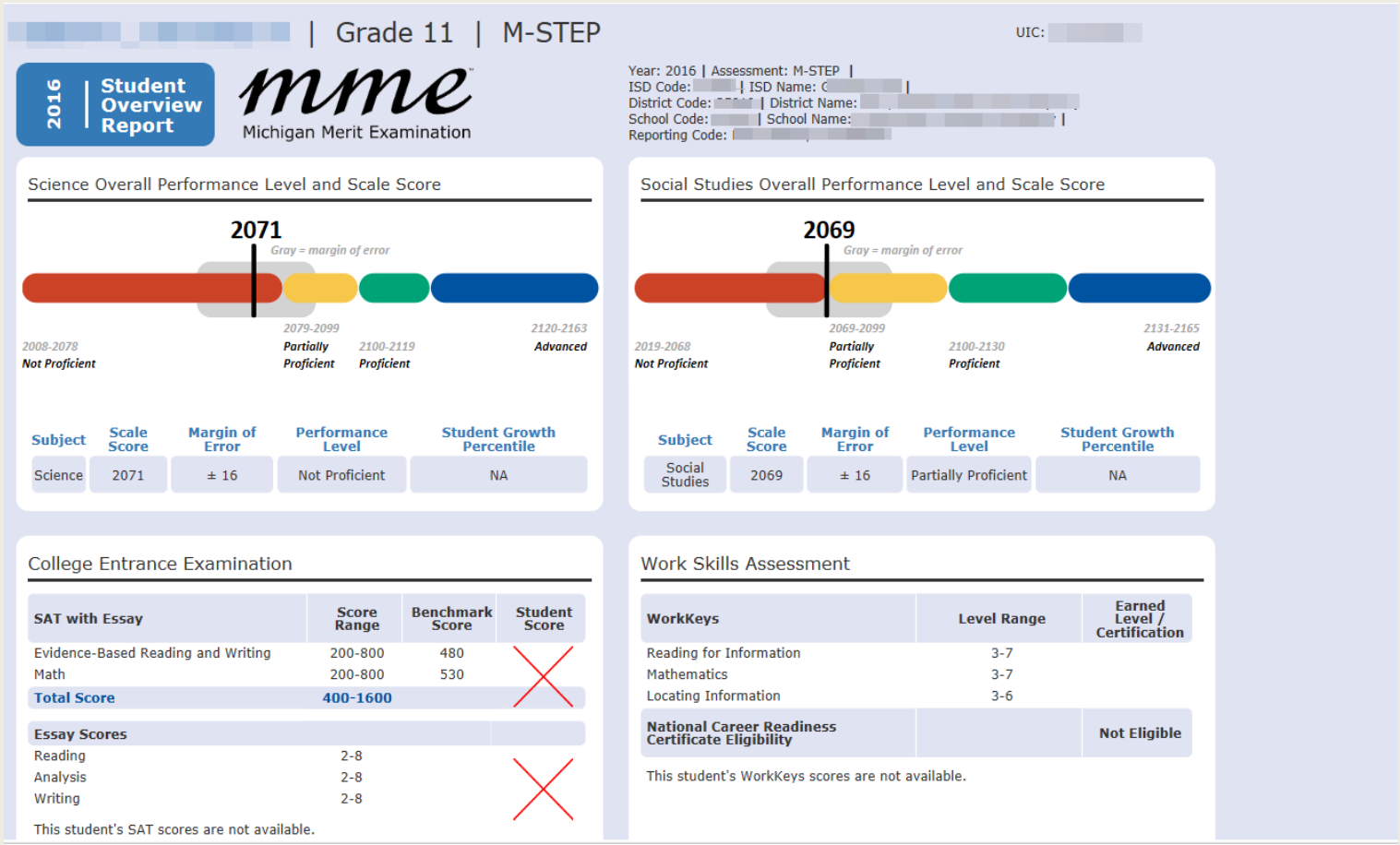
Schools in District	No. of Students Assessed	Mean Scale Score	% at NP	% at PP	% at P	% at A	% at A & P*
All Schools	617	1542	40	8	25	28	53
ABC School Name 1	310	1103	32	3	35	10	45
ABC School Name 2	429	1293	32	3	35	30	65
ABC School Name 3	176	1703	5	14	60	21	81
ABC School Name 4	582	890	18	9	3	70	73
ABC School Name 5	731	550	27	3	35	35	70
ABC School Name 6	693	1354	43	25	28	4	53
ABC School Name 7	234	1103	19	13	41	27	68
ABC School Name 8	983	1103	38	9	33	20	53
ABC School Name 9	451	1103	47	13	16	24	40
ABC School Name 10	823	1103	40	22	7	31	38
ABC School Name 11	937	1103	9	33	58	0	58
ABC School Name 12	951	1103	28	43	19	10	29
ABC School Name 13	331	1103	14	41	21	24	45
ABC School Name 14	451	1103	43	22	12	10	22
ABC School Name 15	843	1103	2	6	39	53	92
ABC School Name 16	672	1103	37	16	41	6	47

©2016 Measurement Incorporated ®.
All Rights Reserved

Michigan Merit Exam (MME)

MICHIGAN Department of Education

MME – Student Overview Report



[redacted] | Grade 11 | M-STEP

UIC: [redacted]

2016 | Student Overview Report

mme Michigan Merit Examination

Year: 2016 | Assessment: M-STEP |
ISD Code: [redacted] | ISD Name: [redacted] |
District Code: [redacted] | District Name: [redacted] |
School Code: [redacted] | School Name: [redacted] |
Reporting Code: [redacted]

Science Overall Performance Level and Scale Score

2071

Gray = margin of error

2008-2078	2079-2099	2100-2119	2120-2163
Not Proficient	Partially Proficient	Proficient	Advanced

Subject	Scale Score	Margin of Error	Performance Level	Student Growth Percentile
Science	2071	± 16	Not Proficient	NA

Social Studies Overall Performance Level and Scale Score

2069

Gray = margin of error

2019-2068	2069-2099	2100-2130	2131-2165
Not Proficient	Partially Proficient	Proficient	Advanced

Subject	Scale Score	Margin of Error	Performance Level	Student Growth Percentile
Social Studies	2069	± 16	Partially Proficient	NA

College Entrance Examination

SAT with Essay	Score Range	Benchmark Score	Student Score
Evidence-Based Reading and Writing	200-800	480	
Math	200-800	530	
Total Score	**400-1600**		
Essay Scores			
Reading	2-8		
Analysis	2-8		
Writing	2-8		

This student's SAT scores are not available.

Work Skills Assessment

WorkKeys	Level Range	Earned Level / Certification
Reading for Information	3-7	
Mathematics	3-7	
Locating Information	3-6	
National Career Readiness Certificate Eligibility		**Not Eligible**

This student's WorkKeys scores are not available.

MICHIGAN Department of Education

MME – Parent Report (pg. 1)

DOE, JOHN A | Grade 11

UIC: 0000000000

District: 00000 ABC, School District Name
School: 00000 ABC School Name

mme
Michigan Merit Examination

2016 | Parent Report

Dear Parent or Guardian:

This spring, your student took the Michigan Merit Examination (MME). The MME is Michigan's statewide high school assessment and measures the academic content aligned to state content standards that your student needs to know to be career- and college-ready upon graduation.

This year's MME consisted of three major components: the SAT with Essay college entrance exam, ACT WorkKeys skills assessment, and the Michigan Student Test of Educational Progress (M-STEP) in science and social studies.

This report will provide you an overview of your student's performance. Please remember that these assessments are only a snapshot of achievement. I encourage you to discuss these results with teachers and other school professionals who have the benefit of knowing your student personally. Results of the MME can be used together with other assessments and classroom performance information to provide a more complete picture of student achievement. This creates opportunities for schools and parents to collaborate and discuss strategies to make every student in Michigan career- and college-ready by the time they graduate.

I also encourage you and your student to connect with a guidance counselor at the high school to discuss and consider goals and plans following graduation.

For additional information on the Michigan Merit Examination, please visit www.michigan.gov/mme. Under the Parent/Student Information section, you will find:

- MME Parent Report Video outlining how to read this report
- A Parent's Guide to M-STEP: M-STEP What it is, What it means, and What it Offers
- SAT: Understanding Scores
- ACT WorkKeys National Career Readiness Certificate (NCRC)

Michigan students are our most important resource. Parents/guardians, schools, and teachers succeed when they work together to support and inspire student achievement.

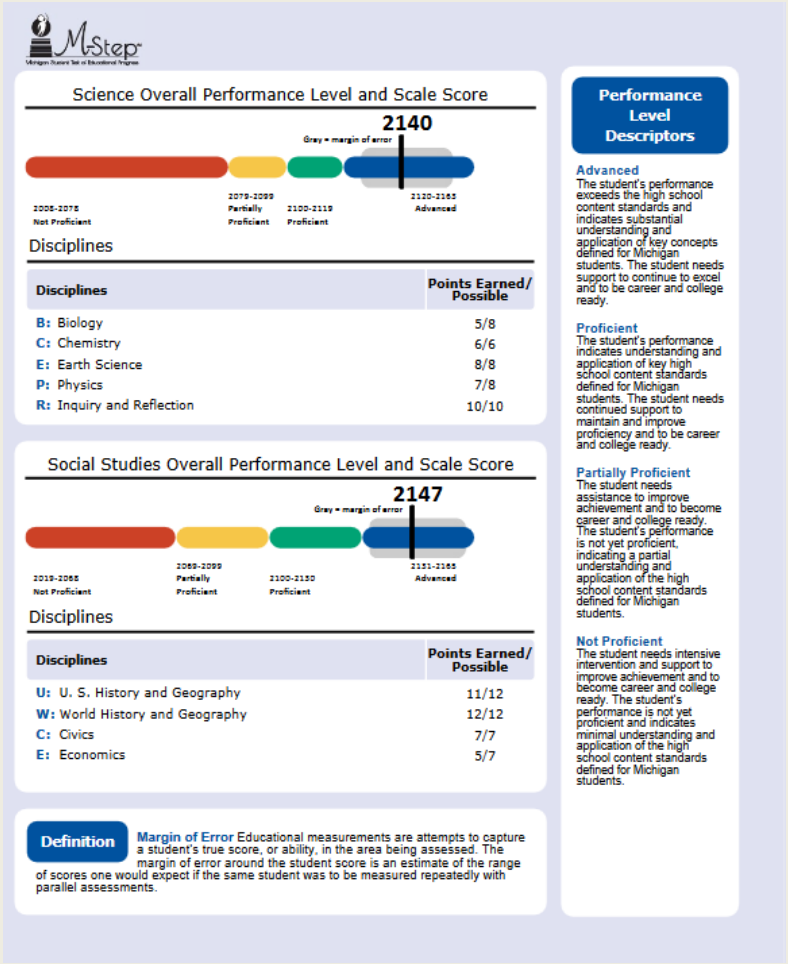
Sincerely,

Brian J. Whiston
State Superintendent
Michigan Department of Education

MICHIGAN Department of Education

MICHIGAN Department of Education

MME Parent Report (pg. 2)



MStep

Science Overall Performance Level and Scale Score

2140

Gray = margin of error

2008-2078 Not Proficient | 2079-2099 Partially Proficient | 2100-2119 Proficient | 2120-2163 Advanced

Disciplines

Disciplines	Points Earned/ Possible
B: Biology	5/8
C: Chemistry	6/6
E: Earth Science	8/8
P: Physics	7/8
R: Inquiry and Reflection	10/10

Social Studies Overall Performance Level and Scale Score

2147

Gray = margin of error

2019-2068 Not Proficient | 2069-2099 Partially Proficient | 2100-2130 Proficient | 2131-2165 Advanced

Disciplines

Disciplines	Points Earned/ Possible
U: U. S. History and Geography	11/12
W: World History and Geography	12/12
C: Civics	7/7
E: Economics	5/7

Definition

Margin of Error Educational measurements are attempts to capture a student's true score, or ability, in the area being assessed. The margin of error around the student score is an estimate of the range of scores one would expect if the same student was to be measured repeatedly with parallel assessments.

Performance Level Descriptors

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.

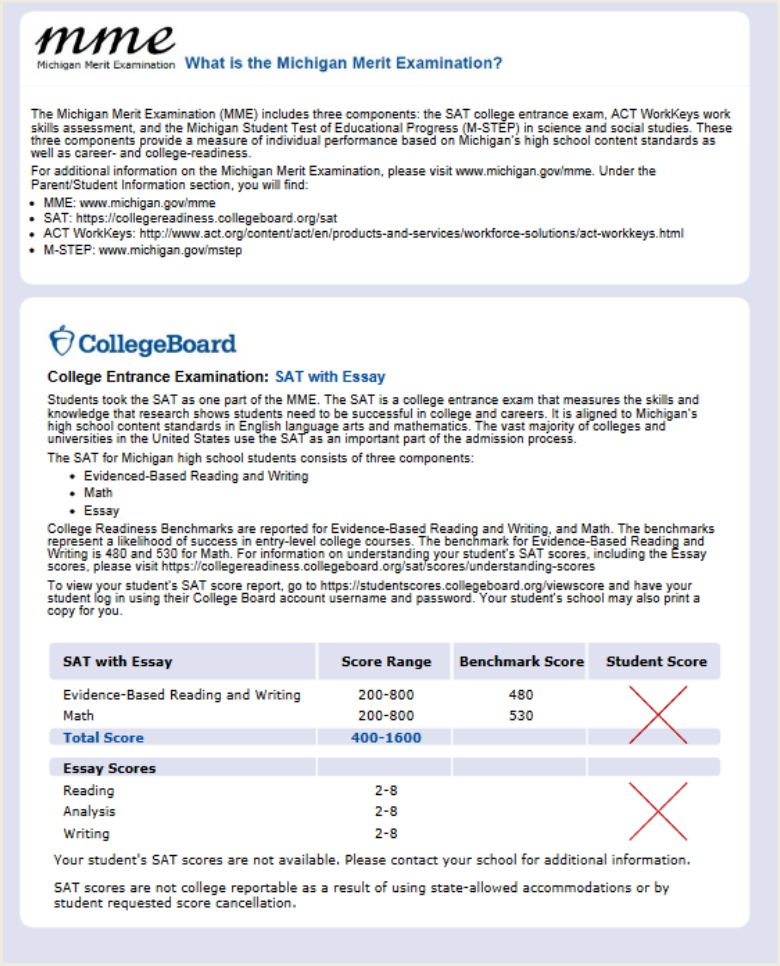
Proficient
The student's performance indicates understanding and application of key high school content standards defined for Michigan students. The student needs continued support to maintain and improve proficiency and to be career and college ready.

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.

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.

MICHIGAN Department of Education

MME – Parent Report (pg. 3)



mme
Michigan Merit Examination

What is the Michigan Merit Examination?

The Michigan Merit Examination (MME) includes three components: the SAT college entrance exam, ACT WorkKeys work skills assessment, and the Michigan Student Test of Educational Progress (M-STEP) in science and social studies. These three components provide a measure of individual performance based on Michigan's high school content standards as well as career- and college-readiness.

For additional information on the Michigan Merit Examination, please visit www.michigan.gov/mme. Under the Parent/Student Information section, you will find:

- MME: www.michigan.gov/mme
- SAT: https://collegereadiness.collegeboard.org/sat
- ACT WorkKeys: http://www.act.org/content/act/en/products-and-services/workforce-solutions/act-workkeys.html
- M-STEP: www.michigan.gov/mstep

CollegeBoard

College Entrance Examination: SAT with Essay

Students took the SAT as one part of the MME. The SAT is a college entrance exam that measures the skills and knowledge that research shows students need to be successful in college and careers. It is aligned to Michigan's high school content standards in English language arts and mathematics. The vast majority of colleges and universities in the United States use the SAT as an important part of the admission process.

The SAT for Michigan high school students consists of three components:

- Evidenced-Based Reading and Writing
- Math
- Essay

College Readiness Benchmarks are reported for Evidence-Based Reading and Writing, and Math. The benchmarks represent a likelihood of success in entry-level college courses. The benchmark for Evidence-Based Reading and Writing is 480 and 530 for Math. For information on understanding your student's SAT scores, including the Essay scores, please visit https://collegereadiness.collegeboard.org/sat/scores/understanding-scores

To view your student's SAT score report, go to https://studentscores.collegeboard.org/viewscore and have your student log in using their College Board account username and password. Your student's school may also print a copy for you.

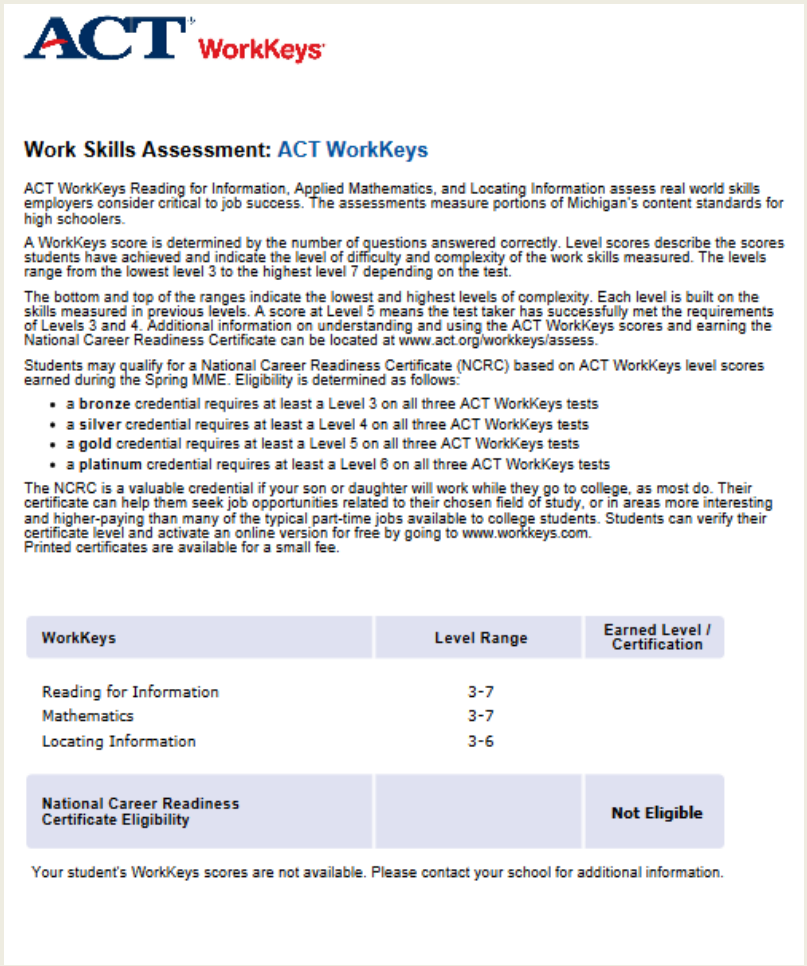
SAT with Essay	Score Range	Benchmark Score	Student Score
Evidence-Based Reading and Writing	200-800	480	
Math	200-800	530	
Total Score	**400-1600**		
Essay Scores			
Reading	2-8		
Analysis	2-8		
Writing	2-8		

Your student's SAT scores are not available. Please contact your school for additional information.

SAT scores are not college reportable as a result of using state-allowed accommodations or by student requested score cancellation.

MICHIGAN Department of Education

MME – Parent Report (pg. 4)



ACT WorkKeys

Work Skills Assessment: ACT WorkKeys

ACT WorkKeys Reading for Information, Applied Mathematics, and Locating Information assess real world skills employers consider critical to job success. The assessments measure portions of Michigan's content standards for high schoolers.

A WorkKeys score is determined by the number of questions answered correctly. Level scores describe the scores students have achieved and indicate the level of difficulty and complexity of the work skills measured. The levels range from the lowest level 3 to the highest level 7 depending on the test.

The bottom and top of the ranges indicate the lowest and highest levels of complexity. Each level is built on the skills measured in previous levels. A score at Level 5 means the test taker has successfully met the requirements of Levels 3 and 4. Additional information on understanding and using the ACT WorkKeys scores and earning the National Career Readiness Certificate can be located at www.act.org/workkeys/assess.

Students may qualify for a National Career Readiness Certificate (NCRC) based on ACT WorkKeys level scores earned during the Spring MME. Eligibility is determined as follows:

- a **bronze** credential requires at least a Level 3 on all three ACT WorkKeys tests
- a **silver** credential requires at least a Level 4 on all three ACT WorkKeys tests
- a **gold** credential requires at least a Level 5 on all three ACT WorkKeys tests
- a **platinum** credential requires at least a Level 6 on all three ACT WorkKeys tests

The NCRC is a valuable credential if your son or daughter will work while they go to college, as most do. Their certificate can help them seek job opportunities related to their chosen field of study, or in areas more interesting and higher-paying than many of the typical part-time jobs available to college students. Students can verify their certificate level and activate an online version for free by going to www.workkeys.com.
Printed certificates are available for a small fee.

WorkKeys	Level Range	Earned Level / Certification
Reading for Information	3-7	
Mathematics	3-7	
Locating Information	3-6	
National Career Readiness Certificate Eligibility		**Not Eligible**

Your student's WorkKeys scores are not available. Please contact your school for additional information.

MICHIGAN Department of Education

Questions?

- Join us with your questions during our live Q&A sessions:
  - Thursday August 25 from 10:00-11:00 or 2:00-3:00
  - To connect to the Q & A session's conference line, use the Connect Me (https://stateofmichiganmdeweb.centurylinkccc.com/CenturylinkWeb/SOMOldBAA) link and follow the instructions to create a new user profile.
  - To access audio only, dial 720-279-0026 and use Guest Passcode 569943

- Contact us at:
  - E-mail: baa@Michigan.gov
  - Phone: 1-877-560-8378 Option 3.

MICHIGAN Department of Education

Thank you!

MICHIGAN Department of Education