



2017 M-STEP Reports

**FOR DISTRICT AND SCHOOL TEST
COORDINATORS**

**PHOEBE GOHS
M-STEP ADMINISTRATION AND REPORTING CONSULTANT
GOHSP@MICHIGAN.GOV**

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 scores and claim performance indicators
 - Identify the student level M-STEP reports and understand their components
 - Identify the aggregate level M-STEP reports and understand their components
 - Discuss how to appropriately use the data provided in the Dynamic Reporting Site



Types of Reporting Data

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.



M-STEP Reporting Levels

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

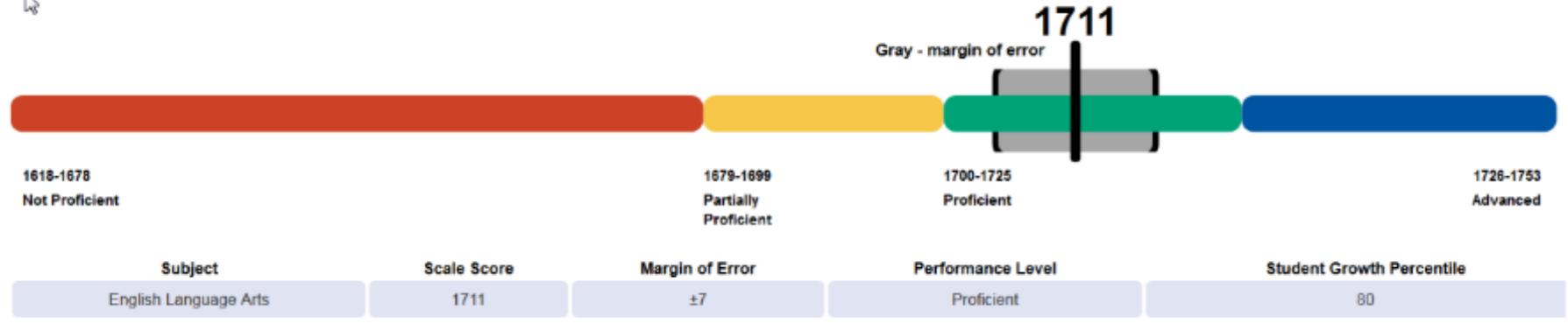
Performance Levels

- 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.

Performance Level

English Language Arts Overall Performance Level and Scale Score



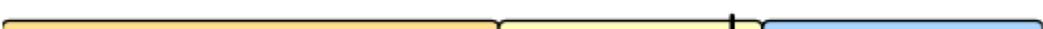
Claim Performance Indicators

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

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

Claim Performance Indicator Bar

▼ Most at risk of falling behind ○ Attention may be indicated ▲ Adequate progress

Claims	Claim Performance Indicators		
1: Reading			Adequate
2: Writing			Attention
3: Listening			Adequate
4: Research			Attention



M-STEP Reports

**REPORTS AVAILABLE IN THE DYNAMIC
SCORE REPORTING SITE**

Student Level Data Reports

Report	Description
Student Record Labels	Provides detailed student level achievement data for all content areas.
Individual Student Report	Separated by content area, provides detailed individual student achievement data by content area. 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 each content area. Includes scale score, performance level and claim or discipline information.

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.
Target Analysis Report	Provides relative strength and weakness information on target level performance for English language arts and mathematics.



Student Level Data Reports

Individual Student Report - ELA

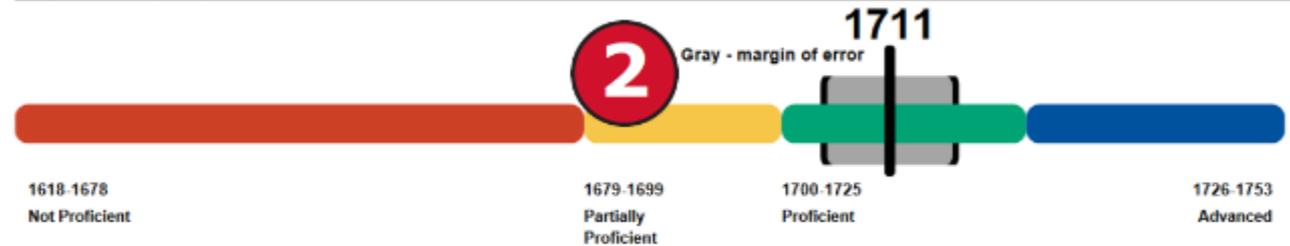
Individual Student Report

Year: 2017 | Assessment: M-STEP | ISD Code: 00000 | ISD Name: ABC ISD Name | District Code: 00000 | District Name: ABC School District | School Code: 00000 | School Name: ABC Middle School | Reporting Code: 0000
DOE, JANE A | Grade 07 | English Language Arts

1

UIC: 0000000000 Student ID: 00000000 Gender: F DOB: 00/00/0000 Ethnicity: Asian Student with Disability: Y | English Learner: N
 Former English Learner: N Designated Supports: Contrasting Text Accommodations: None

English Language Arts Overall Performance Level and Scale Score



2

Subject	Scale Score	Margin of Error	Performance Level	Student Growth Percentile
English Language Arts	1711	±7	Proficient	80

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

Claims	Claim Performance Indicators
1: Reading	At risk
2: Writing	Adequate
3: Listening	Attention
4: Research	Adequate

3

Individual Student Report – Social Studies

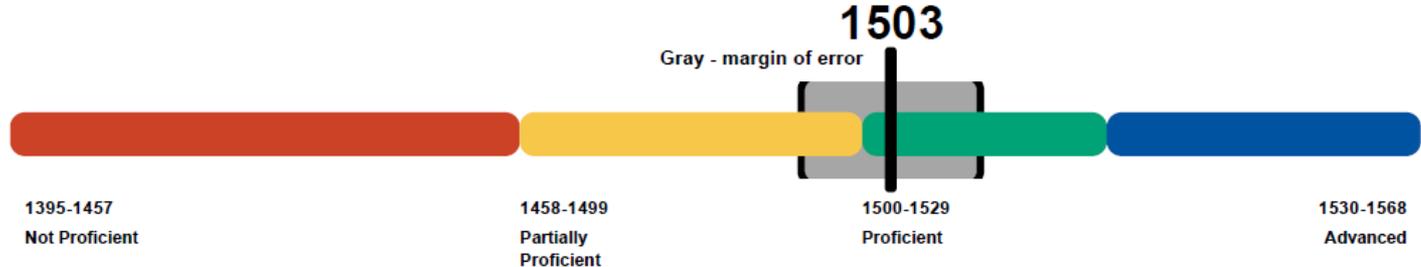
Individual Student Report

Year: 2017 | Assessment: M-STEP | ISD Code: 00000 | ISD Name: ABC ISD Name | District Code: 00000
 District Name: ABC School District | School Code: 00000 | School Name: ABC Middle School | Reporting Code: 0000

DOE, JOHN A | Grade 05 | Social Studies

UIC: 0000000000 Student ID: 00000000 Gender: F DOB: 00/00/0000 Ethnicity: White Student with Disability: N English Learner: N
 Former English Learner: N Designated Supports: None Accommodations: None

Social Studies Overall Performance Level and Scale Score



Subject	Scale Score	Margin of Error	Performance Level	Student Growth Percentile
Social Studies	1503	±11	Proficient	NA

Disciplines	Points Earned / Points Possible
H: History	14 / 19
G: Geography	3 / 7
C: Civics and Government	5 / 10
E: Economics	7 / 7
P: Public Discourse	1 / 2

Individual Student Report – Social Studies page 2

Assessment Expectation Raw Scores (Points Earned / Points Possible)

Expectations	History	14/19
3H3.0.05	Use text: how American Indians adapted to environment	1/1
3H3.0.06	Describe interactions: American Indians and Europeans	1/1
3H3.0.09	Describe how Michigan attained statehood	0/1
3H3.0.10	Create a timeline to sequence early Michigan history	0/1
4H3.0.02	Use primary/secondary to explain Michigan migration	1/1
4H3.0.03	How do natural resources/industries affect MI cities	0/1
4H3.0.05	Use visual data to compare past/present MI economy	1/1
5U1.1.01	Use maps to locate peoples in various US regions	1/1
5U1.2.02	Use case studies: compare goals of European explorers	1/1

Parent Report

DOE, JOHN A | Grade 7

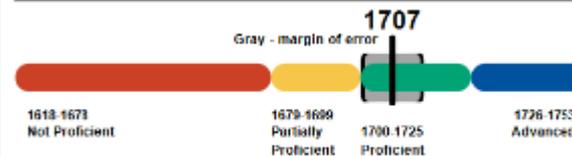
District Code: 00000 | ABC School District
School Code: 00000 | ABC Middle School

2017
Parent
Report



UIC: 0000000000

English Language Arts Overall Performance Level and Scale Score



▼ Most at risk of falling behind
 ○ Attention may be indicated
 ▲ Adequate progress

Claims	Claim Performance Indicators
Reading	At risk
Writing	Adequate
Listening	Adequate
Research	Adequate

Dear Parent or Guardian:

This spring, your student took the Michigan Student Test of Educational Progress (MSTEP). 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:

- Michigan's Education Assessment System: WHAT IT IS, WHAT IT MEANS, WHAT IT OFFERS
- M-STEP Parent Report Video outlining how to read this report
- Online Practice for M-STEP which contain examples of the types of questions your student may have experienced while taking the M-STEP assessments
- Parent Guide to State Assessments in Michigan - National PIA

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



Definitions

Claims Claims are used as a means to organize assessment targets. Claims apply to English language arts (ELA) 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.

Claim Performance Indicator and Graphs Claim performance for individual ELA and mathematics claims are indicated by a symbol. A blue triangle pointing up indicates the student is making adequate progress on a claim. A yellow 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. The graph provides a visual representation of student performance relative to the range of possible performance within each claim.

Disciplines Disciplines are used 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.

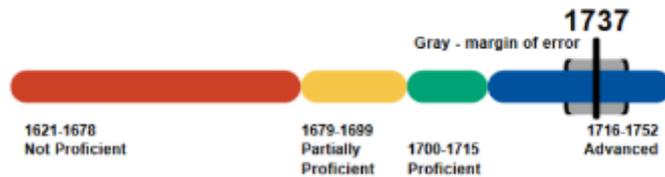
Margin of Error Educational measurements are attempts to capture a student's true score, or ability, in the area being assessed. The margin of error around the student score is an estimate of the range of scores one would expect if the same student was to be measured repeatedly with parallel assessments.



Parent Report

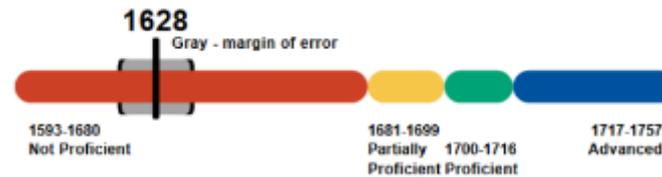
DOE, JOHN A

Mathematics Overall Performance Level and Scale Score



Claims	Claim Performance Indicators
Concepts & Procedures	Adequate
Problem Solving Modeling & Data Analysis	Adequate
Communicating Reasoning	Adequate

Science Overall Performance Level and Scale Score



Disciplines	Points Earned/ Possible
Earth Science	5/14
Life Science	0/13
Physical Science	1/13
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

Student Roster

Grade 07 | Mathematics

▼ - Most at risk of falling behind

○ - Attention may be indicated

△ - Adequate progress

* - Insufficient Data to Report

Gray - margin of error

Sortable

All claims are sortable.

Students ▲ (Total = 873)	Scale Score	Margin of Error	Perf. Level	Overall Scale Score				All claims are sortable.				
				1521-1678 Not Proficient (NP)	1679-1699 Partially Proficient (PP)	1700-1715 Proficient (P)	1716-1752 Advanced (A)	Concepts & Procedures	Problem Solving, Modeling & Data Analysis	Communicating Reasoning		
DOE, JANE A	1737	(±6)	A					△	△	△		
DOE, JOHN A	1752	(±12)	A					△	△	△		
DOE, JANE B	1726	(±4)	A					△	△	△		
DOE, JOHN B	1700	(±6)	P					▼	△	△		
DOE, JANE C	1679	(±7)	PP					▼	○	△		
DOE, JOHN C				Invalid Test - Nonstandard Accommodation								
DOE, JANE D	1700	(±6)	P					▼	△	△		

Student Roster

Scale Score	Margin of Error	Perf. Level	Overall Scale Score				Points Earned/Points Possible			
			1280-1373 Not Proficient (NP)	1374-1399 Partially Proficient (PP)	1400-1409 Proficient (P)	1410-1442 Advanced (A)	Earth Science	Life Science	Physical Science	Science Processes
1402	(±11)	P					8/12	5/7	15/16	13/13
1434	(±15)	A					11/12	7/7	16/16	13/13
1409	(±12)	P					10/12	7/7	14/16	12/13
1378	(±9)	PP					9/12	6/7	11/16	9/13
1414	(±12)	A					11/12	5/7	15/16	12/13
1405	(±11)	P					10/12	7/7	12/16	12/13
1378	(±9)	PP					8/12	6/7	14/16	7/13

Student Roster

				Overall Scale Score								
				1409-1477 Not Proficient (NP)	1478-1499 Partially Proficient (PP)	1500-1514 Proficient (P)	1515-1550 Advanced (A)					
Scale Score ▲	Margin of Error	Perf. Level						Concepts & Procedures	Problem Solving, Modeling & Data Analysis	Communicating Reasoning		
1527	(±4)	A						△	△	△		
1523	(±4)	A						△	△	△		
1522	(±4)	A						△	△	△		
1521	(±4)	A						△	○	△		
1520	(±4)	A						△	△	○		
1519	(±4)	A						△	△	△		
1518	(±4)	A						○	△	△		

Student Overview

DOE, JANE A | Grade 5 | M-STEP

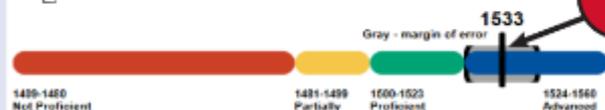
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2017 Student Overview Report



Year: 2017 | Assessment: M-STEP |
 ISD Code: 00000 | ISD Name: ABC ISD Name |
 District Code: 00000 | District Name: ABC School District |
 School Code: 00000 | School Name: ABC High School |

English Language Arts Overall Performance Level and Scale Score



Subject	Scale Score	Margin of Error	Performance Level	Student Growth Percentile
English Language Arts	1533	± 9	Advanced	38

Not at risk of falling behind
 Attention may be indicated
 Adequate progress

Claims	Claim Performance Indicators
1: Reading	Adequate
2: Writing	Attention
3: Listening	Adequate
4: Research	Adequate

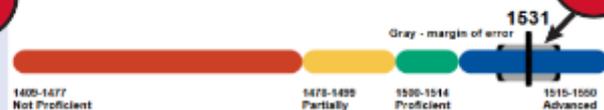
Social Studies Overall Performance Level and Scale Score



Subject	Scale Score	Margin of Error	Performance Level	Student Growth Percentile
Social Studies	1520	± 12	Proficient	NA

Disciplines	Points Earned / Points Possible
H: History	16 / 19
G: Geography	4 / 7
C: Civics and Government	7 / 10
E: Economics	6 / 7
P: Public Discourse	1 / 2

Mathematics Overall Performance Level and Scale Score



Subject	Scale Score	Margin of Error	Performance Level	Student Growth Percentile
Mathematics	1531	± 7	Advanced	47

Not at risk of falling behind
 Attention may be indicated
 Adequate progress

Claims	Claim Performance Indicators
1: Concepts & Procedures	Adequate
2: Problem Solving	Adequate
4: Modeling & Data Analysis	Adequate
3: Communicating Reasoning	Adequate



Aggregate Level Student Reports

Expectation Analysis

State Expectation Analysis Report

Year: 2017 | Assessment: M-STEP

Grade 04 | Science | All Students

Discipline E	Earth Science	Expectations	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 various natural resources		20857	77.1	4766	0	0	16091
E.ES.03.43	Describe ways humans conserve resources		45487	68.8	9726	8930	0	26831
E.ES.03.44	Paper, metal, glass, and plastic recycling		24645	80.3	4851	0	0	19794
E.ES.03.51	Humans depend on the natural environment		108086	83.4	12443	11006	0	84637
E.ES.03.52	Describe effects of humans on the environment		104368	54.4	47575	0	0	56793
E.FE.02.11	Identify water sources		104368	34.2	68671	0	0	35697
E.FE.02.12	Identify household uses of water		20927	83.2	3519	0	0	17408
E.FE.02.13	Describe the properties of water as a liquid		20906	64.9	7329	0	0	13577
E.FE.02.14	Describe the properties of water as a solid		20863	48.6	10724	0	0	10139
E.FE.02.21	How rain collects and flows on the surface of Earth		108086	65.9	36131	1482	0	70473

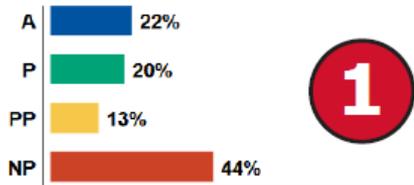
Demographic Report

School Demographic Report

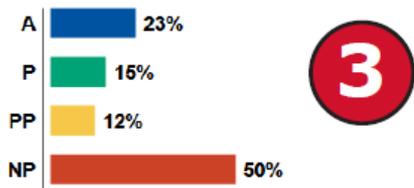
Year: 2017 | Assessment: M-STEP | ISD Code: 00000 | ISD Name: ABC ISD Name | District Code: 00000 | District Name: ABC School District | School Code: 00000 | School Name: ABC School Name

Grade 03 | Mathematics | All Students

Grade 03: All Students



Former English Learner: Yes



■ A - 1321-1361 Advanced
■ P - 1300-1320 Proficient
■ PP - 1281-1299 Partially Proficient
■ NP - 1217-1280 Not Proficient

Demographic Subgroups	No. of Students Assessed	Mean Scale Score	% at NP	% at PP	% at P	% at A	% at P & A [±]
▼ All	713	1293	44	13	20	22	42
Gender							
Male	360	1294	44	14	19	23	42
Female	353	1293	44	13	21	22	42
Ethnicity							
American Indian or Alaska Native	115	1300	42	5	20	33	53
Asian	77	1293	44	19	14	22	36
Black or African American	97	1297	36	16	26	22	48
Hispanic or Latino	119	1285	51	19	21	8	29
Native Hawaiian or Other Pacific Islander	112	1291	48	16	12	24	36
Two or More Races	114	1294	44	8	28	20	48
White	82	1296	43	11	18	28	46
Additional Reporting Groups							
Economically Disadvantaged: Yes	160	1292	46	12	24	18	42
Economically Disadvantaged: No	553	1294	44	14	19	24	42
English Learner: Yes	147	1293	46	12	22	20	42
English Learner: No	566	1294	44	14	19	23	42
Former English Learner: Yes	148	1291	50	12	15	23	38
Former English Learner: No	565	1294	43	14	21	22	44

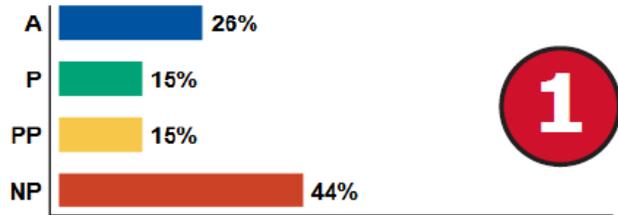
Comprehensive Report

District Comprehensive Report

Year: 2017 | Assessment: M-STEP | ISD Code: 00000 | ISD Name: ABC ISD Name | District Code: 00000 | District Name: ABC School District

Grade 6 | English Language Arts | All Students

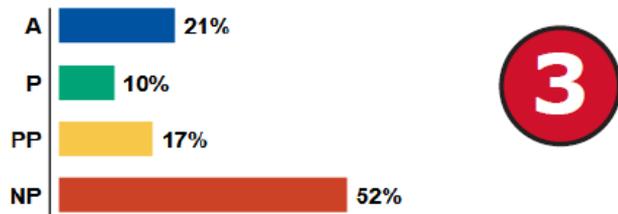
All Schools



Schools in District	No. of Students Assessed	Mean Scale Score	% at NP	% at PP	% at P	% at A	% at P & A*
✓ All Schools	886	1589	44	15	15	26	41
ABC School Name 1	736	1591	43	15	16	27	43
ABC School Name 2	150	1578	52	17	10	21	31



ABC School Name 2



- A - 1624-1655 Advanced
- P - 1600-1623 Proficient
- PP - 1578-1599 Partially Proficient
- NP - 1508-1577 Not Proficient

Target Analysis Report

District Target Analysis Report

Year: 2017 | Assessment: M-STEP | ISD Code: _____ | ISD Name: _____ | District Code: _____ | District Name: _____

Grade 06 | English Language Arts | All Students



Relative Strength



Neither Strength nor Weakness



Relative Weakness



Insufficient Data to Report

Note: This report compares assessment target performance to overall test performance within the district. The report identifies relative areas of strength and weaknesses among the identified aggregate group; it is not a proficiency report.

Number of Students Assessed	792
------------------------------------	-----

Claim 1: Reading	
Target 1: Given an inference/conclusion, use details and information from a literary text.	▼
Target 3: Determine word meaning based on context, relationships, structure, or use of resources.	▼
Target 4: Make an inference/provide a conclusion of a literary text.	○
Target 5: Analyze relationships among literary elements within or across literary texts.	▼
Target 6: Analyze literary text structures, features, or formats and their impact on meaning or presentation.	▼
Target 7: Interpret fig. language/literary devices/connotative meaning and their impact on meaning or tone.	▼
Target 8: Given an inference/conclusion, use details/information from an informational text.	○

Michigan Merit Exam (MME)

MME – Student Overview Report

DOE, JOHN A

Grade 11 | MSTEP

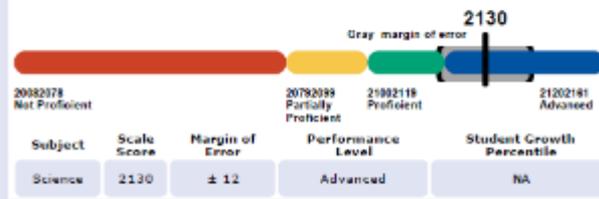
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2017 Student Overview Report



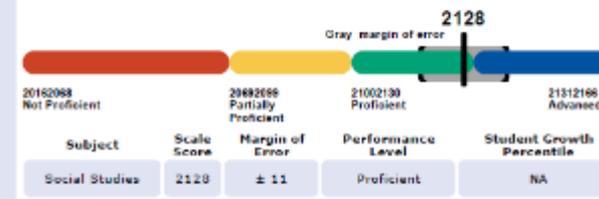
Year: 2017 | Assessment: MSTEP |
 ISD Code: 00000 | ISD Name: ABC ISD |
 District Code: 00000 | District Name: ABC Public Schools |
 School Code: 00000 | School Name: ABC High School

Science Overall Performance Level and Scale Score



Disciplines	Points Earned / Points Possible
B: Biology	5 / 8
C: Chemistry	4 / 6
E: Earth Science	7 / 8
P: Physics	8 / 8
R: Inquiry and Reflection	9 / 10

Social Studies Overall Performance Level and Scale Score



Disciplines	Points Earned / Points Possible
U: U.S. History and Geography	10 / 12
W: World History and Geography	10 / 12
C: Civics	7 / 7
E: Economics	4 / 7

College Entrance Examination

SAT with Essay	Score Range	Benchmark Score	Student Score
EvidenceBased Reading & Writing	200800	1	710
Math	200800	1	660
Total Score	4001600		1370

Essay Scores		
Reading	28	6
Analysis	28	6
Writing	28	6

Work Skills Assessment

WorkKeys	Level Range	Earned Level / Certification
Reading for Information	37	7
Mathematics	37	6
Locating Information	36	4
National Career Readiness Certificate Eligibility		Silver

MME – Parent Report (pg. 1)

DOE, JANE A | Grade 11
District: 00000 ABC Public Schools District School: 00000
ABC High School

UIC: 000000000

mme
Michigan Merit Examination

2017 | **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 that measures the academic content aligned to the state standards your student needs to know to be career- and college-ready upon graduation. High, rigorous standards; improving academic achievement of all students; and preparing students for career and college success are the foundation to making Michigan a Top 10 education state in 10 years.

This year's MME consisted of three major components: the SAT with Essay college entrance exam, the 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.

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:

- M-STEP/MME Parent Report Video outlining how to read this report
- Michigan's Education Assessment Systems: What it is, What it means, and What it Offers
- MME - How to Read Your Child's Score Report for Grade 11
- ACT WorkKeys National Career Certificate (NCRCC)
- Parent Guide to State Assessments in Michigan - National PTA

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

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Department of
Education

MICHIGAN
Department of
Education

MME Parent Report (pg. 2)

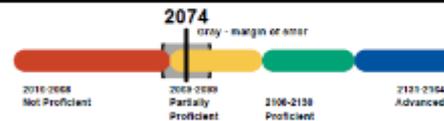


Science Overall Performance Level and Scale Score



Disciplines	Points Earned/Possible
Biology	8/8
Chemistry	6/6
Earth Science	8/8
Physics	4/8
Inquiry and Reflection	7/10

Social Studies Overall Performance Level and Scale Score



Disciplines	Points Earned/Possible
U.S. History and Geography	3/12
World History and Geography	12/12
Civics	0/7
Economics	0/7

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.

MME – Parent Report (pg. 3)



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



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:

- Evidence-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	X
Math	200-800	530	
Total Score	400-1600		

Essay Scores

Reading	2-8	X
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.

MME – Parent Report (pg. 4)



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.

Questions?

- Join us with your questions during our live Q&A session:
 - Thursday August 24 from 9:00-10:00
 - To connect to the Q & A session's conference line, use the [Connect Me](#) 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.

Thank you!