

# Sample Parent Reports



If your child is in grades 3-8 or 11, it is likely he or she participated in the Michigan Student Test of Educational Progress or M-STEP. M-STEP is our state's standardized test that measures what students know and are able to do in relation to Michigan's academic standards. M-STEP results are one of several ways student progress is measured, including local tests, classroom work and report cards.

Students are assessed in different subjects in different grades. Click on the links below to see a sample of the Parent Report you will receive in early fall .

## Grades 3 - 7

Students in **grades 3-7** take the M-STEP English Language Arts (ELA) and Mathematics assessments.

In addition, students in grades 5 take the M-STEP Social Studies assessment.

- [How to Read Your Child's Score Report for grades 3-8](#)
- [Sample Grade 3 Parent Report](#)  
Please note, the parent reports for grades 4, 6, and 7 are very similar. These reports include ELA and mathematics.
- [Sample Grade 5 Parent Report](#)  
This report includes ELA, mathematics, and social studies.

## Grade 8

Students in **grade 8** take the M-STEP Social Studies assessment. Instead of taking M-STEP for the ELA and mathematics scores, eighth graders take the PSAT™ 8/9.

- [How to Read Your Child's Score Report for grades 3-8](#)
- [Sample Grade 8 Parent Report](#)

## Grade 11

Students in **grade 11** take the M-STEP Social Studies assessment. They take the SAT® with Essay college entrance exam instead of M-STEP for the ELA and math scores. They also participate in the ACT® WorkKeys® work skills assessment.

- [How to Read Your Child's Score Report for grade 11](#)
- [Sample Grade 11 Parent Report](#)



**DOE, JANE | Grade 3**

District: 00000 Demo Public Schools  
 School: 00000 Demo Elementary-Middle School

Dear Parent or Guardian:

This spring, your student took the Michigan Student Test of Educational Progress (M-STEP™). The M-STEP assessment is given to students once each spring to measure what students know and are able to do in relation to Michigan’s academic standards established for each grade and subject. All students in grades 3-7 were assessed in mathematics and English language arts. In addition, students in grade 5 were assessed in social studies.

In 2015, the State Board of Education adopted new science standards. To measure these new standards, the Michigan Department of Education (MDE) is developing a new M-STEP science test. The MDE concluded the second year of a two-year science field test this past spring. A field test is meant to verify that the questions on the test measure what they are intended to. Individual science results are not included on this report because student proficiency was not calculated.

This report provides an overview of your student’s performance on the Spring 20XX M-STEP. 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 know 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’s academic standards, please visit [www.michigan.gov/mstep](http://www.michigan.gov/mstep). Under the Parent/Student Information section, you will find:

- Michigan’s Education Assessment System: What It Is, What It Means, and What It Offers
- What Parents Should Know About Assessments
- How to Read Your Child’s Score Report for Grades 3-7
- Parent Report Video for Grades 3-8 and 11 outlining how to read this report
- Online Practice for M-STEP which contains examples of the types of questions your student may have experienced while taking the M-STEP assessments

Michigan students are our most important resource. Families, schools, and teachers succeed when they work together to support and inspire student achievement which will help us reach the goal of making Michigan a Top 10 education state in 10 years.

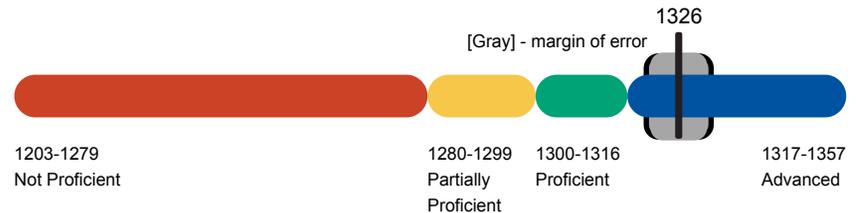
Sincerely,



Sheila A. Alles  
 Chief Deputy Superintendent  
 Michigan Department of Education



**English Language Arts Overall Performance Level and Scale Score**



Claims	Claim Performance Indicators
Reading	Adequate
Writing	Adequate
Listening	Attention
Research	Adequate

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

**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.

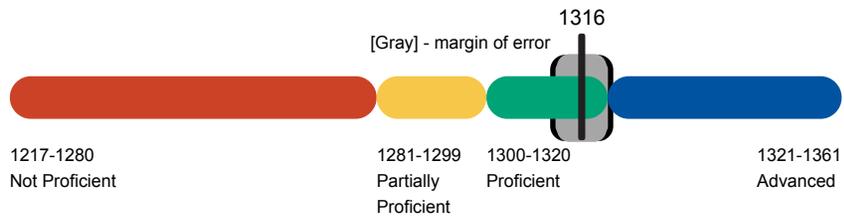
**Claim Performance Indicator Graphs** Claim performance for individual ELA and mathematics claims is indicated by the Claim Performance Indicator graph. The graph provides a visual representation of student performance relative to the range of possible performance within each claim. The orange portion of the graph indicates the student is most at risk of falling behind on a claim. The yellow portion of the graph indicates attention may be indicated for a student to continue meeting the claim. The blue portion of the graph indicates the student is making adequate progress on a claim.

**Disciplines** Disciplines are used to organize content standards and expectations. Disciplines apply to 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.

## DOE, JANE

### Mathematics Overall Performance Level and Scale Score



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

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

#### Performance Level Descriptors

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

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

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

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

Additional information can be found at [www.michigan.gov/mstep](http://www.michigan.gov/mstep)

**DOE, JANE | Grade 5**

District: 00000 Sample Public Schools  
 School: 00000 Sample Elementary-Middle School

Dear Parent or Guardian:

This spring, your student took the Michigan Student Test of Educational Progress (M-STEP™). The M-STEP assessment is given to students once each spring to measure what students know and are able to do in relation to Michigan’s academic standards established for each grade and subject. All students in grades 3-7 were assessed in mathematics and English language arts. In addition, students in grade 5 were assessed in social studies.

In 2015, the State Board of Education adopted new science standards. To measure these new standards, the Michigan Department of Education (MDE) is developing a new M-STEP science test. The MDE concluded the second year of a two-year science field test this past spring. A field test is meant to verify that the questions on the test measure what they are intended to. Individual science results are not included on this report because student proficiency was not calculated.

This report provides an overview of your student’s performance on the Spring 20XX M-STEP. 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 know 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’s academic standards, please visit [www.michigan.gov/mstep](http://www.michigan.gov/mstep). Under the Parent/Student Information section, you will find:

- Michigan’s Education Assessment System: What It Is, What It Means, and What It Offers
- What Parents Should Know About Assessments
- How to Read Your Child’s Score Report for Grades 3-7
- Parent Report Video for Grades 3-8 and 11 outlining how to read this report
- Online Practice for M-STEP which contains examples of the types of questions your student may have experienced while taking the M-STEP assessments

Michigan students are our most important resource. Families, schools, and teachers succeed when they work together to support and inspire student achievement which will help us reach the goal of making Michigan a Top 10 education state in 10 years.

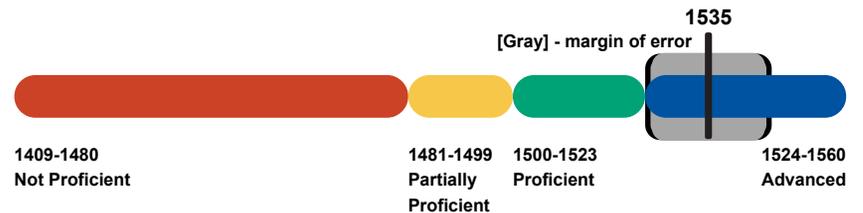
Sincerely,



Sheila A. Alles  
 Chief Deputy Superintendent  
 Michigan Department of Education



English Language Arts Overall Performance Level and Scale Score



Claims	Claim Performance Indicators
Reading	Adequate
Writing	Attention
Listening	Adequate
Research	At Risk

Legend: Most at risk of falling behind (orange), Attention may be indicated (yellow), Adequate progress (blue)

**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.

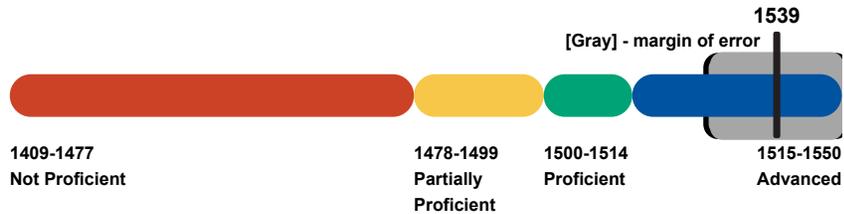
**Claim Performance Indicator Graphs** Claim performance for individual ELA and mathematics claims is indicated by the Claim Performance Indicator graph. The graph provides a visual representation of student performance relative to the range of possible performance within each claim. The orange portion of the graph indicates the student is most at risk of falling behind on a claim. The yellow portion of the graph indicates attention may be indicated for a student to continue meeting the claim. The blue portion of the graph indicates the student is making adequate progress on a claim.

**Disciplines** Disciplines are used to organize content standards and expectations. Disciplines apply to 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.

## DOE, JANE

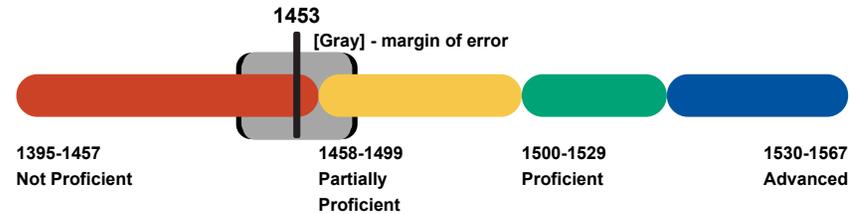
### Mathematics Overall Performance Level and Scale Score



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

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

### Social Studies Overall Performance Level and Scale Score



Disciplines	Points Earned / Points Possible
History	7/19
Geography	0/7
Civics and Government	5/10
Economics	0/7
Public Discourse	0/2

#### Performance Level Descriptors

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

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

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

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

Additional information can be found at [www.michigan.gov/mstep](http://www.michigan.gov/mstep)

**DOE, JOHN J | Grade 8**

District: 00000 Demo Public Schools  
 School: 00000 Sample High School

Dear Parent or Guardian:

This spring, your student took the PSAT™ 8/9 for grade 8 provided by the College Board and the Michigan Student Test of Educational Progress (M-STEP™).

PSAT 8/9 assessments measure student knowledge of state academic standards in Evidence-Based Reading and Writing and Math. These assessments also help prepare students for the SAT® college entrance exam given each year to high school juniors.

M-STEP assessments measure what students know and are able to do in relation to Michigan’s academic standards in social studies and science. In 2015, the State Board of Education adopted new science standards. To measure these new standards, the Michigan Department of Education (MDE) is developing a new M-STEP science test. The MDE concluded the second year of a two-year science field test this past spring. A field test is meant to verify that the questions on the test measure what they are intended to. Individual science results are not included on this report because student proficiency was not calculated.

Please remember that these assessments are only a snapshot of student achievement. I encourage you to discuss these results with teachers and other school professionals who know your student personally. State assessment results 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 more information on state assessments given in grade 8 and Michigan’s academic standards, visit the M-STEP and PSAT web pages ([www.michigan.gov/mstep](http://www.michigan.gov/mstep) and [www.michigan.gov/psat](http://www.michigan.gov/psat)). Under the Parent/Student Information section, you will find:

- Michigan’s Education Assessment System: What It Is, What It Means, and What It Offers
- What Parents Should Know About Assessments
- How to Read Your Child’s Score Report for Grade 8
- Parent Report Video for Grades 3-8 and 11 outlining how to read this report

Michigan students are our most important resource. Families, schools, and teachers succeed when they work together to support and inspire student achievement which will help us make Michigan a Top 10 education state in 10 years.

Sincerely,



Sheila A. Alles  
 Chief Deputy Superintendent  
 Michigan Department of Education



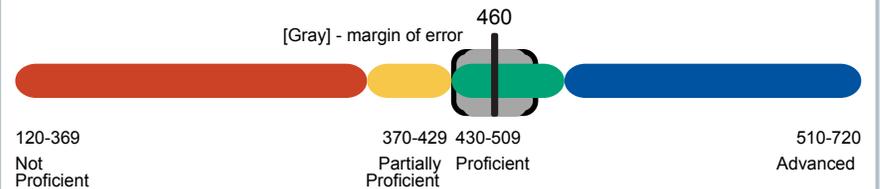
PSAT 8/9 for grade 8

TOTAL SCORE: 990

Evidence-Based Reading & Writing



Math



Michigan uses the PSAT 8/9 results for measuring proficiency on state academic standards in eighth grade English language arts and mathematics. Students who are proficient or advanced in Evidence-Based Reading and Writing and/or in Math have also met the grade level College Board benchmark for those subjects. Students who meet the grade level benchmark are on track for college readiness after high school graduation. The PSAT 8/9 benchmark scores for grade 8 are:

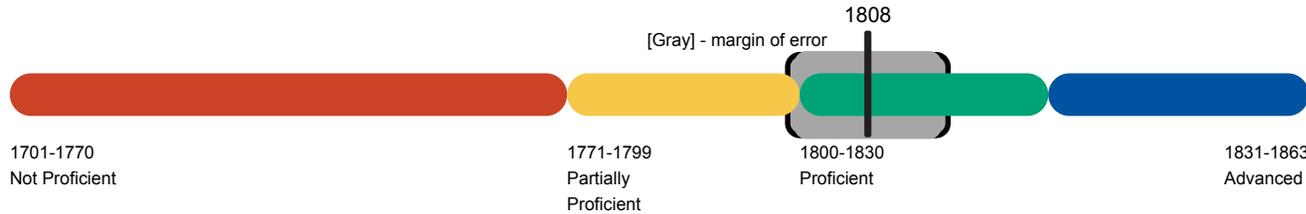
- Evidence-Based Reading and Writing – 390
- Math - 430

PSAT™ 8/9 is a trademark owned by College Board.

DOE, JOHN J



Social Studies Overall Performance Level and Scale Score



Disciplines	Points Earned / Points Possible
History	15/21
Geography	9/14
Civics and Government	2/4
Economics	4/5

Definitions

**Disciplines** Disciplines are used to organize content standards and expectations. Disciplines apply to M-STEP social studies. A discipline score reflects a student's performance on the test items within the discipline.

**Grade-Level Benchmark** The grade-level benchmark scores are indicators displayed on your student's PSAT 8/9 Score Report provided by the College Board. Students meeting the grade-level benchmark are on track for college readiness. The grade-level benchmarks apply to both Math and Evidence-Based Reading and Writing. The College Board grade-level benchmarks and the MDE proficient cut scores shown on this report are the same.

**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

**Not Proficient**  
The student's performance is not yet proficient and

indicates minimal understanding and application of key academic content standards defined for Michigan students. The student needs intensive intervention and support to improve achievement.

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

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

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

District: 00000 Demo Public Schools  
School: 00000 Demo High School

Dear Parent or Guardian:

This spring, your student took the Michigan Merit Examination (MME), Michigan's statewide high school assessment. This report will provide you an overview of your student's performance. Please remember that these assessments are only a snapshot of achievement. Used together with other assessments and classroom performance information, MME results can provide a more complete picture of student achievement.

I encourage you to discuss these results with teachers and other school professionals who have the benefit of knowing your student personally. 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. 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 Michigan Merit Examination, please visit [www.michigan.gov/mme](http://www.michigan.gov/mme). Under the Parent/Student Information section, you will find:

- Michigan's Education Assessment System: What It Is, What It Means, and What It Offers
- MME – How to Read Your Child's Score Report for Grade 11
- Parent Report Video for Grades 3-8 and 11 outlining how to read this report

Michigan students are our most important resource. Families, schools, and teachers succeed when they work together to support and inspire student achievement which will help us reach the goal of making Michigan a Top 10 education state in 10 years

Sincerely,



Sheila A. Alles  
Chief Deputy Superintendent  
Michigan Department of Education



## What is the Michigan Merit Examination?

The Michigan Merit Examination (MME) includes three components: the SAT college entrance exam, the 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 and indicate career- and college-readiness. Please note: the 20XX M-STEP Science test was a field test and individual student results are not reported. For more information on the MME and its three components, please visit:

- MME: [www.michigan.gov/mme](http://www.michigan.gov/mme)
- M-STEP: [www.michigan.gov/mstep](http://www.michigan.gov/mstep)
- SAT: <https://collegereadiness.collegeboard.org/sat>
- ACT WorkKeys: <https://www.act.org/content/act/en/products-and-services/workkeys-for-job-seekers/assessments.html>

UIC: 111111111

DOE, JANE J



College Entrance Examination: [SAT with Essay](#)

Students took the SAT with Essay 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 and Career Readiness Benchmarks are reported for Evidence-Based Reading and Writing, and Math. The benchmarks represent a likelihood of success in entry-level college courses. Michigan uses the SAT results for measuring proficiency on state academic standards in high school English language arts and mathematics. Students who are proficient or advanced in Evidence-Based Reading and Writing and/or in Math have also met the College Board benchmark for those subjects. The SAT benchmark scores for grade 11 are:

- Evidence-Based Reading and Writing – 480
- Math – 530

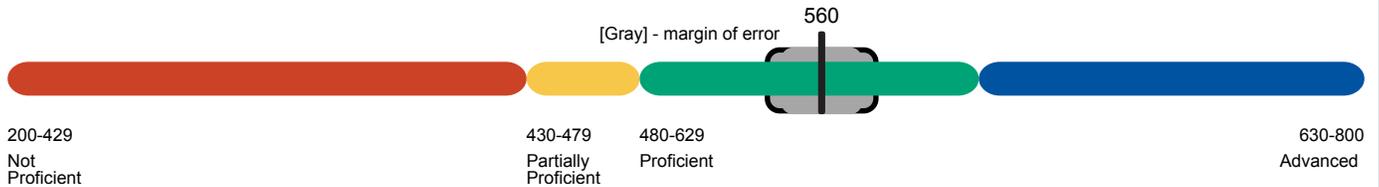
For information on understanding your student’s SAT scores, including the Essay scores, please visit <https://collegereadiness.collegeboard.org/sat/scores/understanding-scores>. To view your student’s SAT score report, go to <https://studentscores.collegeboard.org/viewscore> and have your student log in using their College Board account username and password. Your student’s school may also print a copy for you.

**SAT with Essay**

TOTAL SCORE: 1050

**Evidence-Based Reading & Writing**

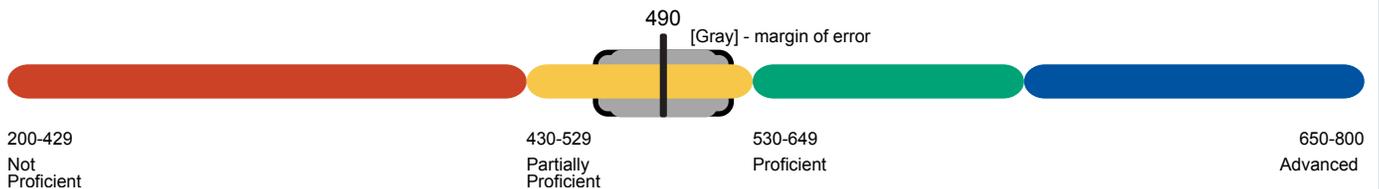
College Board Benchmark 480



Essay Scores	Score Range	Student Score
Reading	2-8	5
Analysis	2-8	3
Writing	2-8	6

**Math**

College Board Benchmark 530

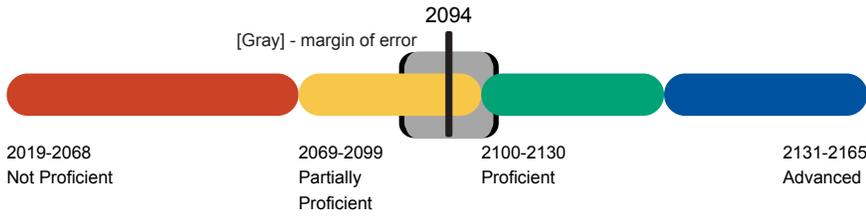


SAT® with Essay is a registered trademark of College Board.

DOE, JANE J



Social Studies Overall Performance Level and Scale Score



Disciplines	Points Earned / Points Possible
U.S. History and Geography	8/12
World History and Geography	12/12
Civics	0/7
Economics	0/7

**Definitions**

**Disciplines** Disciplines are used to organize content standards and expectations. Disciplines apply to M-STEP social studies. A discipline score reflects a student's performance on the test items within the discipline.

**College and Career Readiness Benchmark** The SAT benchmark scores are indicators displayed on your student's SAT Score Report provided by the College Board. Students meeting the SAT benchmark are on track for college readiness. SAT benchmarks apply to both Math and to Evidence-Based Reading and Writing. The College Board SAT benchmarks and the MDE proficient cut scores shown on this report are the same.

**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**

**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.

DOE, JANE J

Work Skills Assessment: [ACT® WorkKeys®](#)

ACT WorkKeys Workplace Documents, Applied Math, and Graphic Literacy 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 score 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.

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® (NCRC®) can be located at <https://www.act.org/content/act/en/products-and-services/workkeys-for-employers/assessments.html>.

Students may qualify for a National Career Readiness Certificate 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 earning a NCRC designation can verify their certificate level, print a copy for free, and activate an online version for free by going to [www.myworkkeys.com](http://www.myworkkeys.com).

WorkKeys	Level Range	Earned Level/Certification
Workplace Documents	3-7	7
Applied Math	3-7	5
Graphic Literacy	3-7	6
National Career Readiness Certificate Eligibility		Gold