ACT Data: Accelerating your School and Student Success

Mia Edwards

ACT Account Executive

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Mia Edwards, ACT

Skip the Advertisement

Objectives/Agenda:

- Review the content and percentage of subtest in each of the reporting categories
- Utilize the ACT Success Online Reporting Portal to gather student and school data
- Complete a needs assessment as a first step of the School Improvement Plan

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Louisiana's Class of 2023 Profile Report

18.2

2022 Average Composite Score (taken from Senior report – best score)
National Composite: 19.5

19.3

Composite score of students who are interested in attending a 4-year university;
2-year college= 16.1
Vo-tech= 15.8 (TOPS Tech -17)

13%

Percent of LA 2022 graduates meeting all Four Benchmarks
National: 21%

TOPS ACT Requirement = 20

If you would like your school or district's Class of 2023 ACT Profile Report, send me an email.

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Louisiana's 2023 Graduating Class Readiness

Year	State	English	Math	Reading	Science	Composite
2021	50,101	18.1	17.8	18.8	18.6	18.4
2022	**52,678**	**17.6**	**17.4**	**18.6**	**18.3**	**18.1**
2023	**52,228**	**17.8**	**17.4**	**18.7**	**18.4**	**18.2**
Benchmark		18	22	22	23	
Percent met the benchmark		**47%**	**19%**	**32%**	**22%**	

MET ALL FOUR: 11%

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How many opportunities and how much $$$ did our students miss due to their ACT score? (2022)

Total graduating students	Received FAFSA or TOPS Application	Students Eligible for TOPS	Honors – 3,868
			Performance – 4,972
52,678	36,091	22,993	Opportunity – 7,408
			TOPS TECH – 6,745

Increasing ACT composite scores of students would increase scholarship opportunities and reduce the need for remediation in college!

How much money is left on the table by our students?

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https://mylosfa.la.gov/wp-content/uploads/TOPS-Eligibles-by-School-and-Parish-2021.pdf

ACT Blueprint

Test Section	# of Questions & Time Limit	How Much Time Per Question	Content/Skills Covered	Question Types
English	75 questions in 45 min	36 seconds	grammar & usage, punctuation, sentence structure, strategy, organization and style	four-answer multiple-choice - usage/mechanics and rhetorical skills questions
Math	60 questions in 60 min	60 seconds	pre-algebra, elementary algebra, intermediate algebra, coordinate geometry, plan geometry, and trigonometry	Five answer, multiple-choice questions
Reading	40 questions in 35 min	52.5 seconds	reading comprehension of what is directly stated or implied	four-answer, multiple-choice - referring and reasoning questions
Science	40 questions in 35 min	52.5 seconds	interpretation, analysis, evaluation, reasoning, and problem solving	four-answer, multiple-choice-data representation, research summaries, and conflicting viewpoints questions
Writing (optional)	1 essay in 40 min	N/A	writing skills	essay prompt

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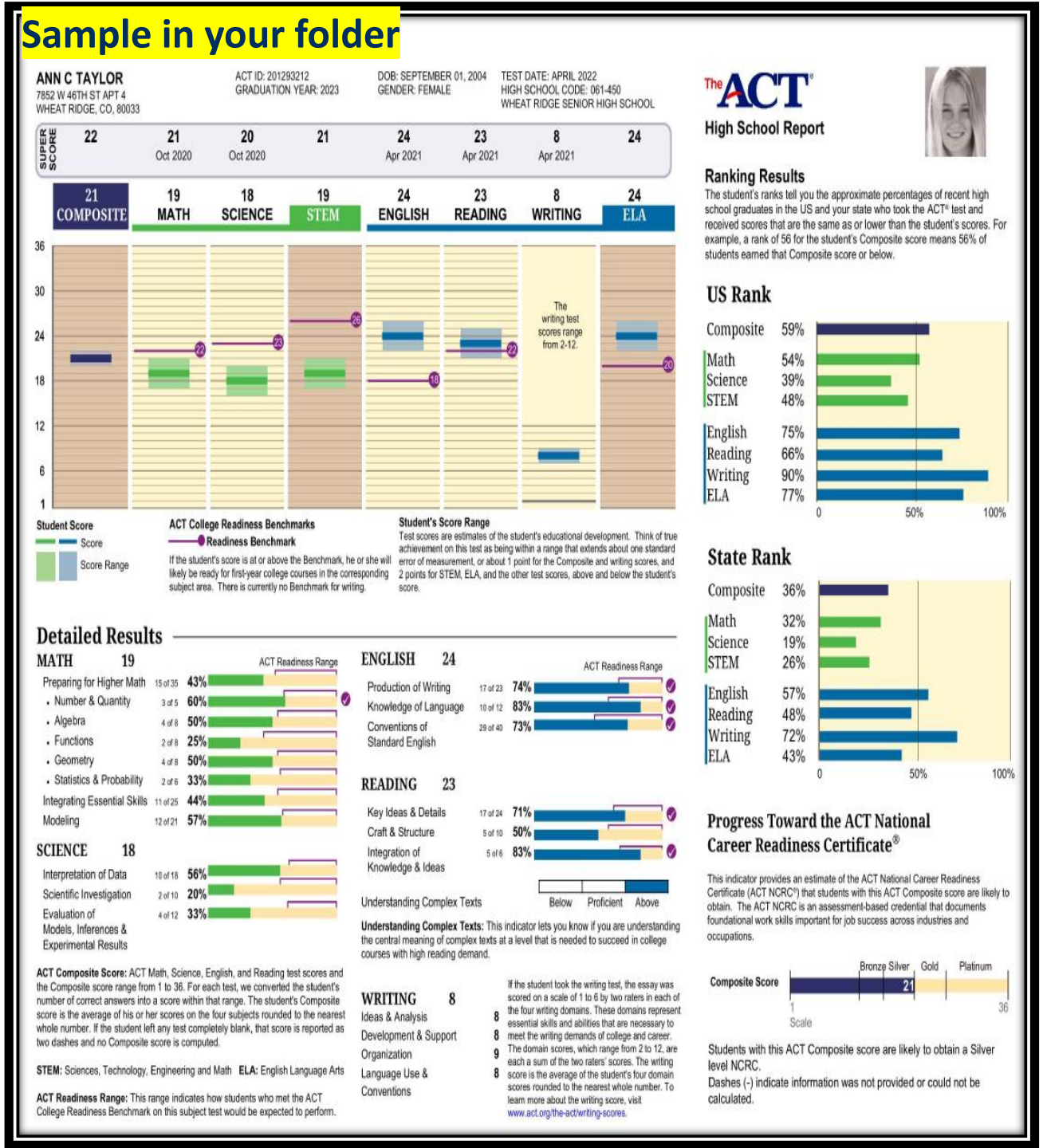
Reporting Categories aligned to CCRS and other standards that target college and career readiness.

[Reporting Category Interpretive Guide]

Sample in your folder



ANN C TAYLOR
7852 W 46TH ST APT 4
WHEAT RIDGE, CO, 80033

ACT ID: 201293212
GRADUATION YEAR: 2023

DOB: SEPTEMBER 01, 2004
GENDER: FEMALE

TEST DATE: APRIL 2022
HIGH SCHOOL CODE: 061-450
WHEAT RIDGE SENIOR HIGH SCHOOL

The ACT High School Report

SUPER SCORE	COMPOSITE	MATH	SCIENCE	STEM	ENGLISH	READING	WRITING	ELA
22	21	21	20	21	24	23	8	24
		Oct 2020	Oct 2020		Apr 2021	Apr 2021	Apr 2021	

The writing test scores range from 2-12.

Student Score: Score, Score Range

ACT College Readiness Benchmarks: Readiness Benchmark
If the student's score is at or above the Benchmark, he or she will likely be ready for first-year college courses in the corresponding subject area. There is currently no Benchmark for writing.

Student's Score Range
Test scores are estimates of the student's educational development. Think of true achievement on this test as being within a range that extends about one standard error of measurement, or about 1 point for the Composite and writing scores, and 2 points for STEM, ELA, and the other test scores, above and below the student's score.

Detailed Results

MATH 19

			ACT Readiness Range
Preparing for Higher Math	15 of 35	43%	
• Number & Quantity	3 of 5	60%	✓
• Algebra	4 of 8	50%	
• Functions	2 of 8	25%	
• Geometry	4 of 8	50%	
• Statistics & Probability	2 of 6	33%	
Integrating Essential Skills	11 of 25	44%	
Modeling	12 of 21	57%	

SCIENCE 18

Interpretation of Data	10 of 18	56%
Scientific Investigation	2 of 10	20%
Evaluation of Models, Inferences & Experimental Results	4 of 12	33%

ENGLISH 24

			ACT Readiness Range
Production of Writing	17 of 23	74%	✓
Knowledge of Language	10 of 12	83%	✓
Conventions of Standard English	29 of 40	73%	✓

READING 23

Key Ideas & Details	17 of 24	71% ✓
Craft & Structure	5 of 10	50%
Integration of Knowledge & Ideas	5 of 6	83% ✓

Understanding Complex Texts: Below | Proficient | Above

Understanding Complex Texts: This indicator lets you know if you are understanding the central meaning of complex texts at a level that is needed to succeed in college courses with high reading demand.

WRITING 8

Ideas & Analysis	8
Development & Support	8
Organization	9
Language Use & Conventions	8

If the student took the writing test, the essay was scored on a scale of 1 to 6 by two raters in each of the four writing domains. These domains represent essential skills and abilities that are necessary to meet the writing demands of college and career. The domain scores, which range from 2 to 12, are each a sum of the two raters' scores. The writing score is the average of the student's four domain scores rounded to the nearest whole number. To learn more about the writing score, visit www.act.org/the-act/writing-scores.

ACT Composite Score: ACT Math, Science, English, and Reading test scores and the Composite score range from 1 to 36. For each test, we converted the student's number of correct answers into a score within that range. The student's Composite score is the average of his or her scores on the four subjects rounded to the nearest whole number. If the student left any test completely blank, that score is reported as two dashes and no Composite score is computed.

STEM: Sciences, Technology, Engineering and Math **ELA:** English Language Arts

ACT Readiness Range: This range indicates how students who met the ACT College Readiness Benchmark on this subject test would be expected to perform.

Ranking Results
The student's ranks tell you the approximate percentages of recent high school graduates in the US and your state who took the ACT® test and received scores that are the same as or lower than the student's scores. For example, a rank of 56 for the student's Composite score means 56% of students earned that Composite score or below.

US Rank

Composite	59%
Math	54%
Science	39%
STEM	48%
English	75%
Reading	66%
Writing	90%
ELA	77%

State Rank

Composite	36%
Math	32%
Science	19%
STEM	26%
English	57%
Reading	48%
Writing	72%
ELA	43%

Progress Toward the ACT National Career Readiness Certificate®

This indicator provides an estimate of the ACT National Career Readiness Certificate (ACT NCRC®) that students with this ACT Composite score are likely to obtain. The ACT NCRC is an assessment-based credential that documents foundational work skills important for job success across industries and occupations.

Composite Score: Bronze | Silver | Gold | Platinum; 21; 1 – 36 Scale

Students with this ACT Composite score are likely to obtain a Silver level NCRC.
Dashes (-) indicate information was not provided or could not be calculated.

Items that measure similar skills are grouped together to provide more detailed information about their performance in each section.

Sample in your folder

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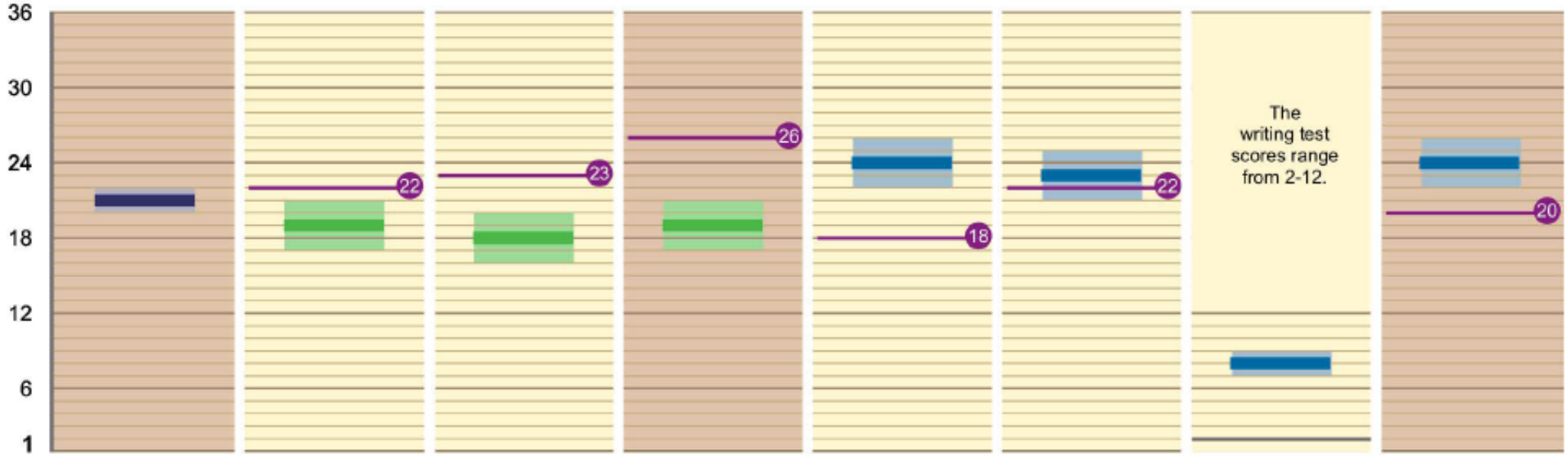
	Oct 2020	Oct 2020		Apr 2021	Apr 2021	Apr 2021	

21	19	18	19	24	23	8	24
COMPOSITE	MATH	SCIENCE	STEM	ENGLISH	READING	WRITING	ELA



Student Score
Score
Score Range

ACT College Readiness Benchmarks
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ACT®

Sample in your folder

Detailed Results

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ENGLISH 24

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Reporting categories make it easier to gain insight into students' performance by highlighting students' strengths and weaknesses.

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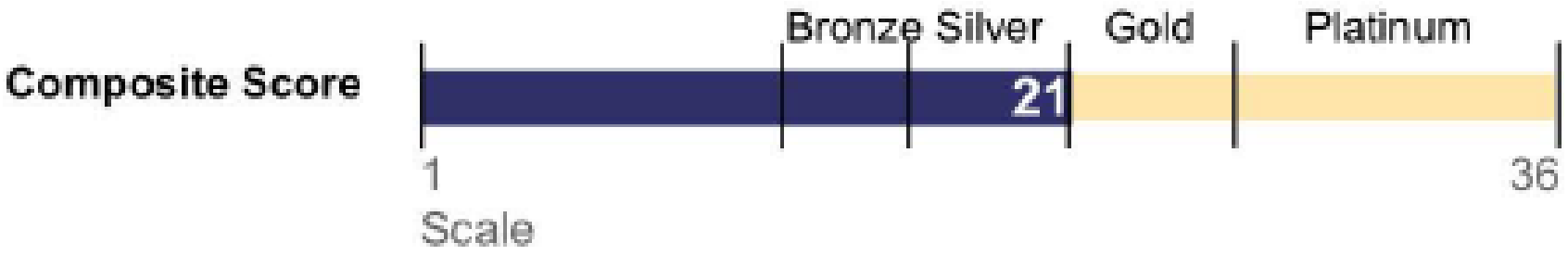

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It's about student opportunities

ANN C TAYLOR
GRADUATION YEAR: 2023
TEST DATE: APRIL 2022

The ACT
High School Report

College Fit

At the student's direction, scores from this test date are being reported to the colleges shown below. College planning information is provided for the choices listed when registered or tested. Check with colleges for recent changes in information. Note: GPA was calculated from the grades the student reported. For more information, see the *ACT User Handbook* at www.act.org/content/dam/act/unsecured/documents/ACT-UserHandbook.pdf

College Choices	Chance of "B" or Higher GPA based on Composite score and GPA	ACT Composite Scores of the middle 50% of current students	Average High School GPA of current students	Average High School Class Rank of current students	Percentage of First-Year Students Receiving Financial Aid: Need	Percentage of First-Year Students Receiving Financial Aid: Merit
0011 AUBURN UNIVERSITY AUBURN, AL	--%	24-30 (1–36)	3.86	Majority in Top 25%	38%	62%
0496 ADAMS STATE UNIVERSITY ALAMOSA, CO	--%	17-22 (1–36)	3.12	UNKNOWN	83%	42%
0561 CAPITAL COMMUNITY COLLEGE HARTFORD, CT	--%			UNKNOWN	76%	--%
0572 MITCHELL COLLEGE NEW LONDON, CT	--%		2.68	UNKNOWN	83%	77%
ANN C TAYLOR		21 Composite	3.45 GPA	Top 25% Class Rank		

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643-00001

Educational and Occupational Plans

Interest Inventory Scores

Major*	Occupation*
Amer/English Literature	Creative Writing
Not Sure / Fairly Sure / Very Sure	Not Sure / Fairly Sure / Very Sure

To learn more, visit www.act.org/collegeplanning

Examples of Related Majors

- Classical/Ancient Languages & Lit
- Comparative Literature
- Creative Writing
- English Language & Literature, General
- Communications, General

Examples of Related Occupations

- Actor
- Composer (Music)
- Dancer/Choreographer
- Fashion Model
- Musician (Instrumental)
- Radio/TV Program Writer
- Singer
- Writer/Author

Needs Help With*
Educational/Occupational Plans, Writing, Math, Reading, Study Skills, Finding Work

Have students check out careers, majors, and colleges that are right for them at www.act.org/collegeplanning.

*Information provided by the student. If major and occupation boxes are not shaded, data were incomplete.

ACT

MATH

Table 2. ACT Mathematics Reporting Categories

Reporting Category Labels and Descriptions	Target Ranges: Number of Items	Target Ranges: Percentage of Test
Preparing for Higher Math	34-36	57-60%
Number & Quantity • Demonstrate knowledge of real and complex number systems • Understand and reason with numerical quantities in many forms, including integer and rational exponents, vectors, and matrices	4-6	7-10%
Algebra • Solve, graph, and model multiple types of expressions • Employ different kinds of equations, for example, linear, polynomial, radical, and exponential • Find solutions to systems of equations, even when represented by simple matrices, and apply their knowledge to applications	7-9	12-15%
Functions • Understand function definition, notation, representation, and application for linear, radical, piecewise, polynomial, logarithmic, and other functions • Manipulate and translate functions • Apply important features of graphs	7-9	12-15%
Geometry • Define and apply knowledge of shapes and solids, such as congruence and similarity relationships or surface area and volume measurement • Understand composition of objects • Solve for missing values in triangles, circles, and other figures, including using trigonometric ratios and equations of conic sections	7-9	12-15%
Statistics & Probability • Describe center and spread of distributions • Apply and analyze data collection methods • Understand and model relationships in bivariate data • Calculate probabilities including the related sample spaces	5-7	8-12%

Integrating Essential Skills
• Use essential skills (i.e., concepts typically learned before 8th grade, for example, rates, percentages, proportional relationships, area, surface area, volume, average, median, etc.) to…
  ○ Solve problems of increasing complexity
  ○ Combine skills in a longer chain of steps
  ○ Apply skills in more varied contexts
  ○ Understand more connections
  ○ Become more fluent
	24-26	40-43%

Modeling* • Produce, interpret, understand, evaluate, and improve models	≥ 16	≥27%
TOTAL	**60**	**100%**

*Each modeling item is also included in another reporting category.

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Reading

Table 3. ACT Reading Reporting Categories

Reporting Category Labels and Descriptions	Target Ranges	
	Number of Items	Percentage of Test
Key Ideas and Details • Determine central ideas and themes • Summarize information and ideas accurately • Make logical inferences • Understand sequential, comparative, and cause-effect relationships	22-24	55-60%
Craft and Structure • Determine the meaning of words and phrases • Analyze an author's word choice rhetorically • Analyze text structure • Understand authorial purpose and perspective • Analyze characters' points of view • Differentiate between various perspectives and sources of information	10-12	25-30%
Integration of Knowledge and Ideas • Understand authors' claims • Differentiate facts and opinions • Use evidence to make connections between different texts that are related by topic • Analyze how authors construct arguments • Evaluate reasoning and evidence from various sources	6-7	15-18%
TOTAL	**40**	**100%**

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SCIENCE

Table 4. ACT Science Reporting Categories

Reporting Category Labels and Descriptions	Target Ranges: Number of Items	Target Ranges: Percentage of Test
Interpretation of Data • Manipulate and analyze scientific data presented in tables, graphs, and diagrams (e.g., recognize trends in data, translate tabular data into graphs, interpolate and extrapolate, and reason mathematically)	18-22	45-55%
Scientific Investigation • Understand experimental tools, procedures, and design (e.g., identify variables and controls) • Compare, extend, and modify experiments (e.g., predict the results of additional trials)	8-12	20-30%
Evaluation of Models, Inferences, and Experimental Results • Judge the validity of scientific information • Formulate conclusions and predictions based on scientific information (e.g., determine which explanation for a scientific phenomenon is supported by new findings)	10-14	25-35%
TOTAL	**40**	100%

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ENGLISH

Table 1. ACT English Reporting Categories

Reporting Category Labels and Descriptions	Target Ranges	
	Number of Items	Percentage of Test
Production of Writing • Demonstrate an understanding of, and control over, the rhetorical aspects of texts • Identify purposes of parts of texts • Determine whether a text or parts of text have met the goal • Evaluate the relevance of material in terms of a text's focus • Use various strategies to ensure that a text is logically organized, flows smoothly, and has an effective introduction and conclusion	22-24	29-32%
Knowledge of Language • Demonstrate effective language use through ensuring precision and concision in word choice and maintaining consistency in style and tone	11-13	15-17%
Conventions of Standard English • Apply understanding of relationships between and among clauses, placement of modifiers, and shifts in sentence construction • Edit text to conform to Standard English usage • Edit text to conform to Standard English punctuation	39-41	52-55%
TOTAL	**75**	100%

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Why are reporting categories important?

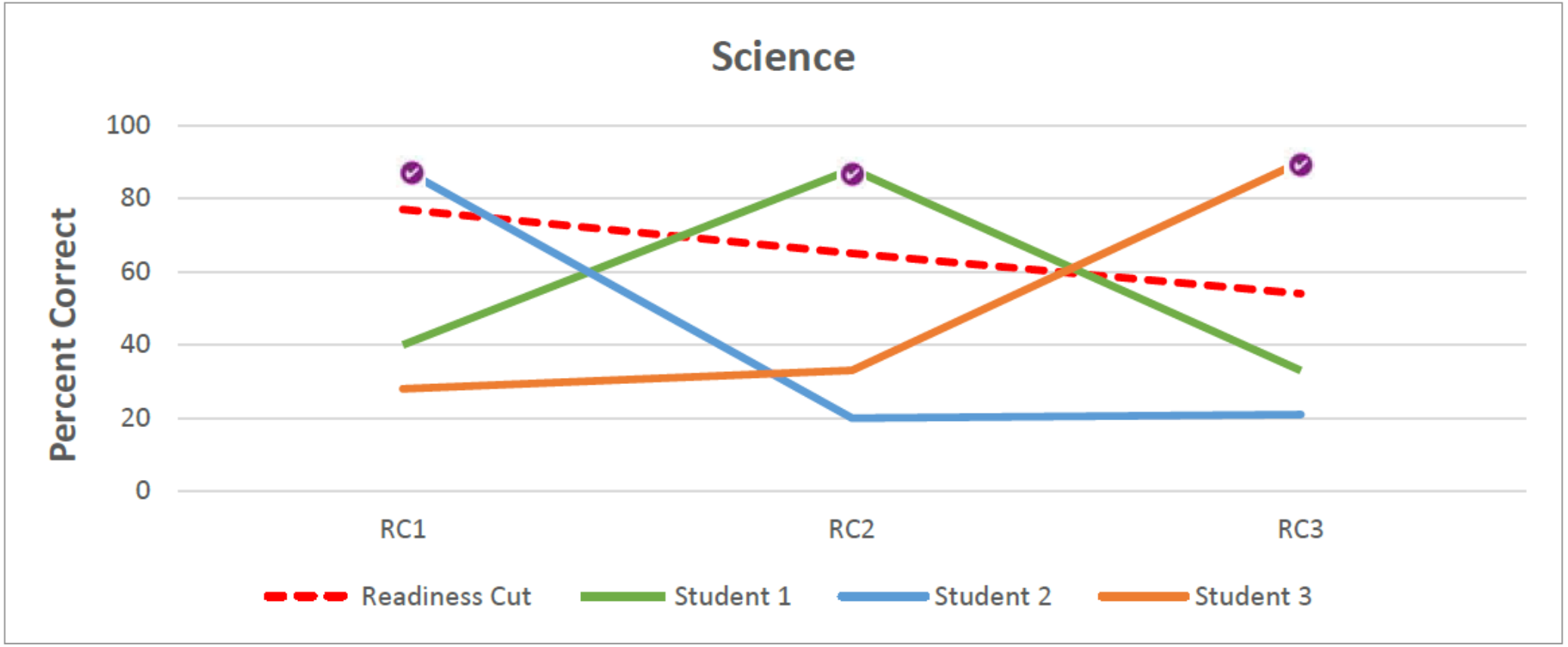

Figure 2. Example ACT Science Score Profiles

All Students scored an 18, but how did each student earn the 18?

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How can we use the College and Career Readiness Standards to help target content interventions?

Knowledge Hub

This is ACT's information depot. You'll find all things ACT here.

ACT®

Standards-Based Performance Expectations

ACT® College and Career Readiness Benchmarks™

SUBJECT	THE ACT TEST
English	18
Math	22
Reading	22
Science	23
ELA	20
STEM	26

ACT Test User Handbook

Table 2. ACT Cutoff Score Guide for Placement in First-Year College Courses

Course Type	ACT Test	Score Needed for 50% Chance of B or Higher
English Courses		
Standard Composition	English	18
Advanced Composition	English	19
Mathematics Courses		
College Algebra	Mathematics	22
Pre-Calculus	Mathematics	24
Trigonometry	Mathematics	24
Calculus	Mathematics	27
Social Science Courses		
American History	Reading	23
Other History	Reading	23
Psychology	Reading	22
Sociology	Reading	21
Political Science	Reading	22
Natural Science Courses		
Biology	Science	23
Chemistry	Science	26

Scores associated with post-secondary success in credit-bearing courses

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The Reality of Meeting the ACT College Readiness Benchmarks

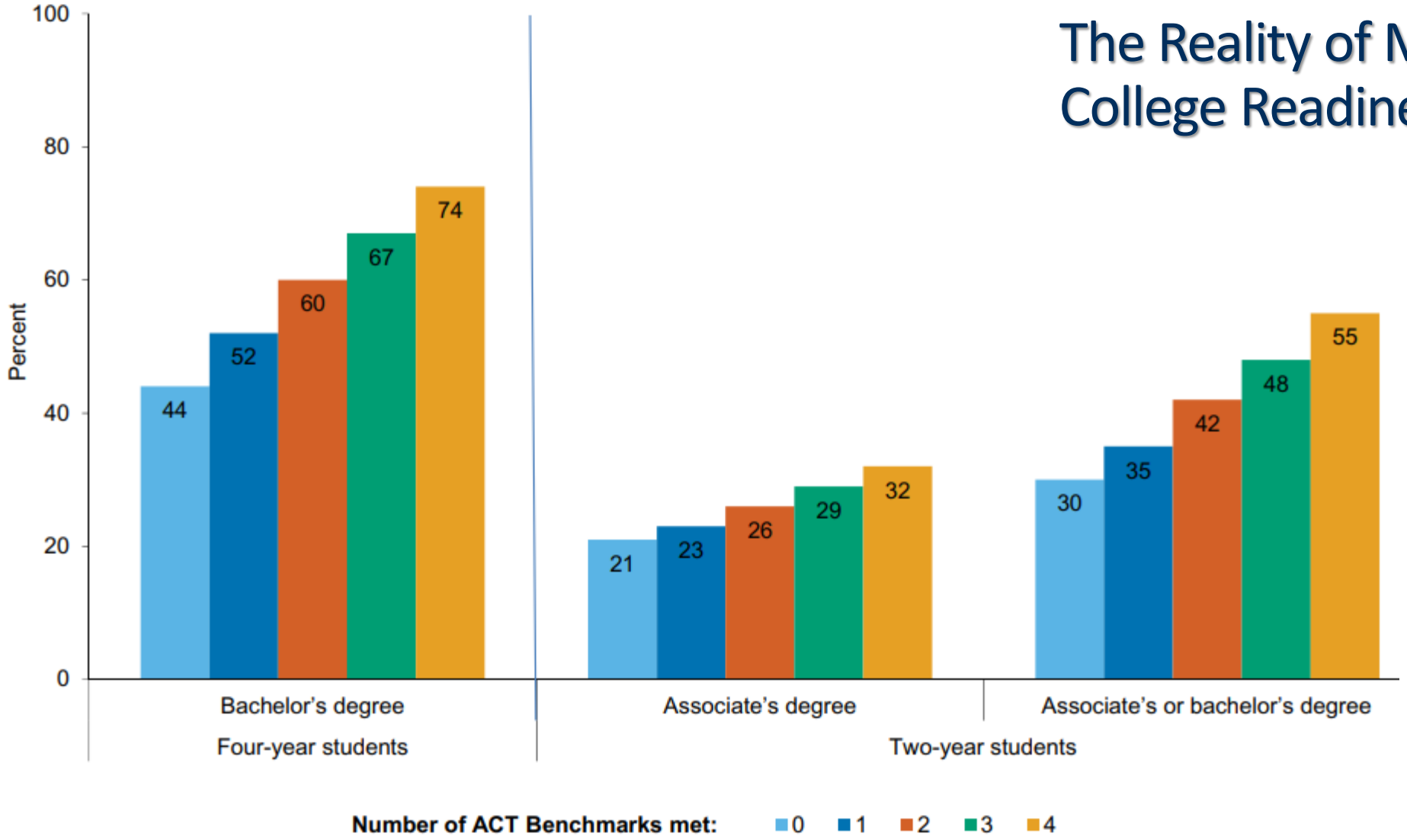

Figure 1. Six-year degree completion rates by number of ACT Benchmarks met and institution type.[4]

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ACT College and Career Readiness Standards: ELA

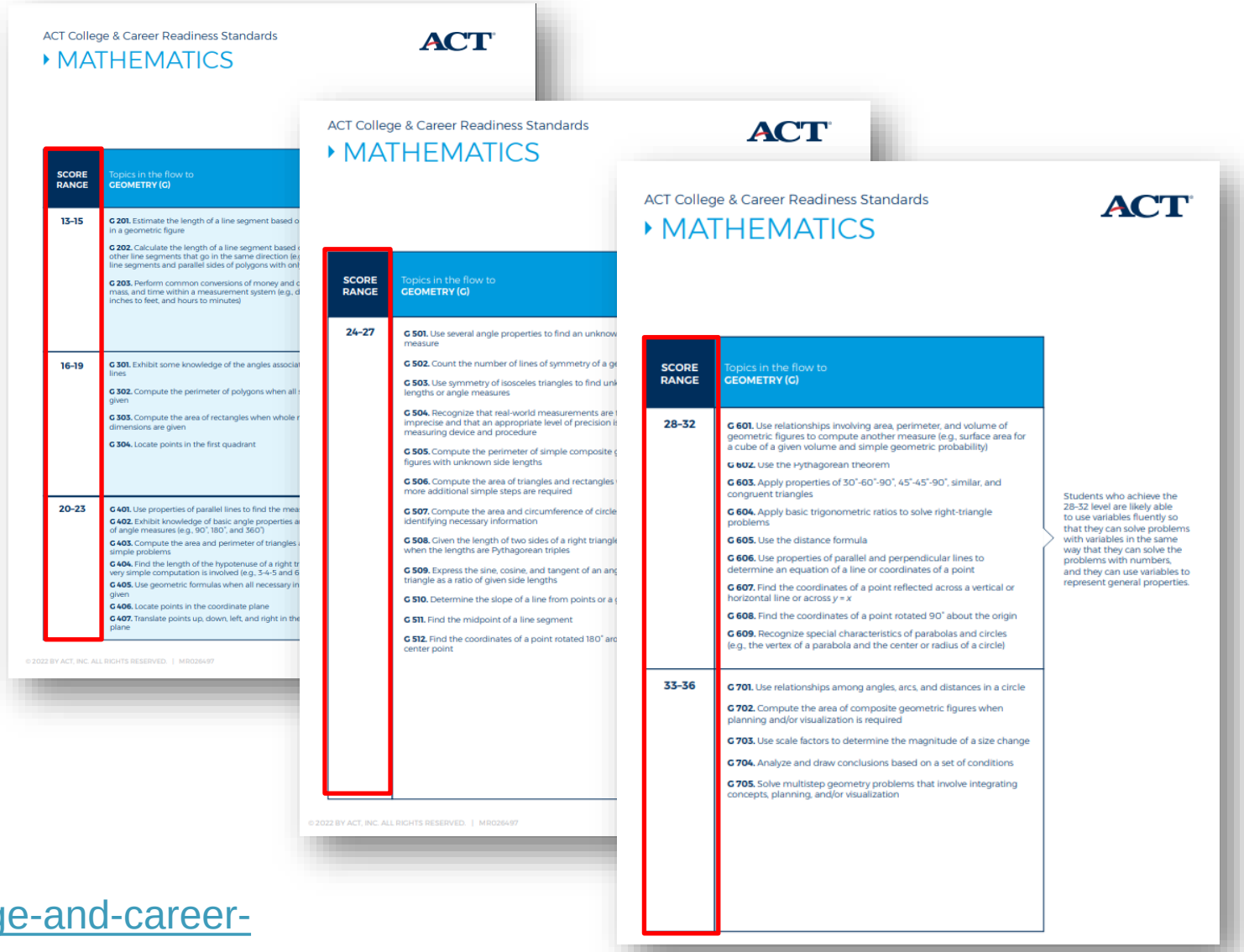
These Standards describe what students who score in specific score ranges on the English, reading, and writing sections of the ACT® college readiness test are likely to know and be able to do.

ENGLISH

	PRODUCTION OF WRITING		KNOWLEDGE OF LANGUAGE	CONVENTIONS OF STANDARD ENGLISH GRAMMAR, USAGE, AND PUNCTUATION		
Score Range	Topic Development in Terms of Purpose and Focus	Organization, Unity, and Cohesion	Knowledge of Language	Sentence Structure and Formation	Usage Conventions	Punctuation Conventions
13–15	• Fulfills the task by focusing on the central or controlling idea of the topic of the essay • Uses a variety of relevant examples, details, and explanations to develop the topic of the essay	• Uses a variety of transition words or phrases to establish logical sequence and to clarify relationships among sentences and paragraphs (e.g., *then, therefore*)	• Places a wide variety of relevant details within the essay in a logical sequence • Uses a variety of transition words or phrases to establish logical sequence and to clarify relationships among sentences and paragraphs (e.g., *however, meanwhile, as a result*)	• Recognizes and corrects fragments, fused sentences, and comma splices • Recognizes and corrects misplaced and dangling modifiers • Recognizes and corrects illogical or ineffective sentence construction	• Recognizes and corrects inappropriate shifts in verb tense and shifts between the active and passive voices • Recognizes and corrects misplaced and redundant words • Recognizes and corrects illogical comparisons • Recognizes and corrects improper shifts in verb tense and shifts between the active and passive voices	• Uses a variety of punctuation marks to separate sentences, clauses, phrases, and items within a sentence • Uses punctuation to clarify meaning • Uses a comma before a coordinating conjunction to link two independent clauses • Uses a comma to set off an introductory element • Uses a comma to separate items in a series • Uses a comma to set off a nonessential element • Uses a comma to separate coordinate adjectives • Uses a comma to set off a nonessential clause • Uses a comma to set off a transitional word or phrase • Uses a comma to set off an appositive • Uses a comma to set off a direct address • Uses a comma to set off a tag question • Uses a comma to indicate the omission of a word or words • Uses a comma to set off a nonessential participial phrase • Uses a comma to set off a nonessential prepositional phrase • Uses a comma to set off a nonessential appositive • Uses a comma to set off a nonessential clause
16–19	• Develops a central theme or a clearly defined topic within the context of the assigned task • Develops a logical and consistent plan for the development of ideas • Uses relevant examples, details, and explanations to develop the central theme or topic	• Establishes and maintains a clear focus on the central theme or topic throughout the essay • Uses a variety of transition words or phrases to establish logical sequence and to clarify relationships among sentences and paragraphs (e.g., *for example, in addition, consequently*)	• Uses a wide variety of relevant details within the essay in a logical sequence • Uses a variety of transition words or phrases to establish logical sequence and to clarify relationships among sentences and paragraphs (e.g., *furthermore, however, in contrast*)	• Uses a variety of sentence structures to create a logical and effective sentence construction • Uses a variety of sentence structures to create a logical and effective sentence construction • Uses a variety of sentence structures to create a logical and effective sentence construction	• Uses a variety of sentence structures to create a logical and effective sentence construction • Uses a variety of sentence structures to create a logical and effective sentence construction • Uses a variety of sentence structures to create a logical and effective sentence construction	• Uses a variety of punctuation marks to separate sentences, clauses, phrases, and items within a sentence •

How Do We Increase the Number of Students Meeting the Readiness Standards?

Review the ACT College and Career Readiness Standards



ACT College & Career Readiness Standards
MATHEMATICS

SCORE RANGE	Topics in the flow to GEOMETRY (G)
13–15	**G 201.** Estimate the length of a line segment based o in a geometric figure **G 202.** Calculate the length of a line segment based other line segments that go in the same direction line segments and parallel sides of polygons with on **G 203.** Perform common conversions of money and mass, and time within a measurement system (e.g., inches to feet, and hours to minutes)
16–19	**G 301.** Exhibit some knowledge of the angles associat lines **G 302.** Compute the perimeter of polygons when all given **G 303.** Compute the area of rectangles when whole dimensions are given **G 304.** Locate points in the first quadrant
20–23	**G 401.** Use properties of parallel lines to find the mea **G 402.** Exhibit knowledge of basic angle properties a of angle measures (e.g., 90°, 180°, and 360°) **G 403.** Compute the area and perimeter of triangles simple problems **G 404.** Find the length of the hypotenuse of a right tr very simple computation is involved (e.g., 3-4-5 and 6 **G 405.** Use geometric formulas when all necessary in given **G 406.** Locate points in the coordinate plane **G 407.** Translate points up, down, left, and right in the plane

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ACT College & Career Readiness Standards
MATHEMATICS

SCORE RANGE	Topics in the flow to GEOMETRY (G)
24–27	**G 501.** Use several angle properties to find an unknow measure **G 502.** Count the number of lines of symmetry of a ge **G 503.** Use symmetry of isosceles triangles to find unk lengths or angle measures **G 504.** Recognize that real-world measurements are imprecise and that an appropriate level of precision measuring device and procedure **G 505.** Compute the perimeter of simple composite figures with unknown side lengths **G 506.** Compute the area of triangles and rectangles more additional simple steps are required **G 507.** Compute the area and circumference of circle identifying necessary information **G 508.** Given the length of two sides of a right triangle when the lengths are Pythagorean triples **G 509.** Express the sine, cosine, and tangent of an ang triangle as a ratio of given side lengths **G 510.** Determine the slope of a line from points or a **G 511.** Find the midpoint of a line segment **G 512.** Find the coordinates of a point rotated 180° arc center point

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ACT College & Career Readiness Standards
MATHEMATICS

SCORE RANGE	Topics in the flow to GEOMETRY (G)
28–32	**G 601.** Use relationships involving area, perimeter, and volume of geometric figures to compute another measure (e.g., surface area for a cube of a given volume and simple geometric probability) **G 602.** Use the Pythagorean theorem **G 603.** Apply properties of 30°-60°-90°, 45°-45°-90°, similar, and congruent triangles **G 604.** Apply basic trigonometric ratios to solve right-triangle problems **G 605.** Use the distance formula **G 606.** Use properties of parallel and perpendicular lines to determine an equation of a line or coordinates of a point **G 607.** Find the coordinates of a point reflected across a vertical or horizontal line or across $y = x$ **G 608.** Find the coordinates of a point rotated 90° about the origin **G 609.** Recognize special characteristics of parabolas and circles (e.g., the vertex of a parabola and the center or radius of a circle)
33–36	**G 701.** Use relationships among angles, arcs, and distances in a circle **G 702.** Compute the area of composite geometric figures when planning and/or visualization is required **G 703.** Use scale factors to determine the magnitude of a size change **G 704.** Analyze and draw conclusions based on a set of conditions **G 705.** Solve multistep geometry problems that involve integrating concepts, planning, and/or visualization

Students who achieve the 28–32 level are likely able to use variables fluently so that they can solve problems with variables in the same way that they can solve the problems with numbers, and they can use variables to represent general properties.

Scan QR to access the posters

https://www.act.org/content/act/en/college-and-career-readiness/standards.html

SCIENCE

Table 4. ACT Science Reporting Categories

Reporting Category Labels and Descriptions	Target Ranges: Number of Items	Target Ranges: Percentage of Test
Interpretation of Data • Manipulate and analyze scientific data presented in tables, graphs, and diagrams (e.g., recognize trends in data, translate tabular data into graphs, interpolate and extrapolate, and reason mathematically)	18-22	45-55%
Scientific Investigation • Understand experimental tools, procedures, and design (e.g., identify variables and controls) • Compare, extend, and modify experiments (e.g., predict the results of additional trials)	8-12	20-30%
Evaluation of Models, Inferences, and Experimental Results • Judge the validity of scientific information • Formulate conclusions and predictions based on scientific information (e.g., determine which explanation for a scientific phenomenon is supported by new findings)	10-14	25-35%
TOTAL	**40**	100%

ACT®

Detailed Results

MATH 19

ACT Readiness Range

Preparing for Higher Math	15 of 35	43%
• Number & Quantity	3 of 5	60%
• Algebra	4 of 8	50%
• Functions	2 of 8	25%
• Geometry	4 of 8	50%
• Statistics & Probability	2 of 6	33%
Integrating Essential Skills	11 of 25	44%
Modeling	12 of 21	57%

SCIENCE 18

Interpretation of Data	10 of 18	56%
Scientific Investigation	2 of 10	20%
Evaluation of Models, Inferences & Experimental Results	4 of 12	33%

ACT Composite Score: ACT Math, Science, English, and Reading test scores and the Composite score range from 1 to 36. For each test, we converted the student's number of correct answers into a score within that range. The student's Composite score is the average of his or her scores on the four subjects rounded to the nearest whole number. If the student left any test completely blank, that score is reported as two dashes and no Composite score is computed.

STEM: Sciences, Technology, Engineering and Math **ELA:** English Language Arts

ACT Readiness Range: This range indicates how students who met the ACT College Readiness Benchmark on this subject test would be expected to perform.

ENGLISH 24

ACT Readiness Range

Production of Writing	17 of 23	74%
Knowledge of Language	10 of 12	83%
Conventions of Standard English	29 of 40	73%

READING 23

Key Ideas & Details	17 of 24	71%
Craft & Structure	5 of 10	50%
Integration of Knowledge & Ideas	5 of 6	83%

Understanding Complex Texts — Below | Proficient | Above

Understanding Complex Texts: This indicator lets you know if you are understanding the central meaning of complex texts at a level that is needed to succeed in college courses with high reading demand.

WRITING 8

Ideas & Analysis	8
Development & Support	8
Organization	9
Language Use & Conventions	8

If the student took the writing test, the essay was scored on a scale of 1 to 6 by two raters in each of the four writing domains. These domains represent essential skills and abilities that are necessary to meet the writing demands of college and career. The domain scores, which range from 2 to 12, are each a sum of the two raters' scores. The writing score is the average of the student's four domain scores rounded to the nearest whole number. To learn more about the writing score, visit www.act.org/the-act/writing-scores.

ACT®

Ideas for Progress

Science

To enhance their skills in each science-related strand, students who score in the score ranges below on the ACT® college readiness assessment may benefit from activities that encourage them to do the following:

- Score Range 1 to 12
- Score Range 13 to 15
- Score Range 16 to 19
- Score Range 20 to 23
- Score Range 24 to 27
- Score Range 28 to 32

ACT®

Ideas for progress

Score Range 16 to 19

Interpretation of Data	• locate and select data in complex data presentations • locate similar data points in different data presentations related to the same experiment • combine data from separate but related data presentations to create a summary of the data • display data in a variety of formats (e.g., line graphs, pie charts, bar graphs) • develop a set of guidelines to help a younger audience select and use data from a complex data presentation • review data tables in research reports, and determine the best ways to analyze and interpret the data (e.g., observe the sizes of intervals between data points) • create a visual display that summarizes a set of raw data • use given data to estimate unknown values in a table or graph
Scientific Investigations	• perform experiments that require multiple steps • review multiple alternative experimental procedures for answering the same question, and identify similarities and differences • read experiments, and identify the tools and measurements used • conduct a simple experiment that makes use of a control group • summarize the design of experiments, including the questions asked, the variables manipulated, and the methods used • discuss how the effectiveness of the experiment is related to the methods used • select experiments, from a variety of sources, that answer a similar question
Evaluation of Models	• read descriptions of experiments (e.g., science fair projects, science education journals), and discuss whether the stated conclusions support or contradict the hypotheses • formulate hypotheses, predictions, or conclusions based on the results of an experiment • determine those conditions of a model that must be assumed for the model to be accurate • review a model to gauge its ability to explain past observations about that model • compare models that explain different phenomena, including how they support their claims • critique the claims and evidence presented by peers by citing examples from data sets that support or refute their claims • present competing models, and evaluate their strengths and weaknesses

ACT®

Summary View: The ACT (All Data), XXXXXXX HIGH SCHOOL, 2022-2023

Showing students who are College Reportable

Group	Year	Science									
		Mean Score	Benchmark		CCRS (01 to 12)	CCRS (13 to 15)	CCRS (16 to 19)	CCRS (20 to 23)	CCRS (24 to 27)	CCRS (28 to 32)	CCRS (33 to 36)
			% Met	% Not	%	%	%	%	%	%	%
XXXXXX HIGH SCHOOL	2022-2023	17.1	14	86	6	33	40	11	7	2	1

Curriculum Review Worksheets

Creating a pathway of knowledge and skills to master for college and career readiness.

Inform Grade level/course "Mastery" Targets

If we don't know what ALL students are to learn in a grade level or course, then we don't know "where and about what" to intervene!

Table 2. ACT Science College and Career Readiness Standards for Score Range 16-19

Science College and Career Readiness Standards			For each skill, knowledge, or process:		
			Is it **included** in your Science curriculum?	At what grade level (or in which course) are students **first introduced** to it?	At what grade level (or in which course) are students **expected to demonstrate proficiency**?
IOD	301	Select two or more pieces of data from a simple data presentation			
IOD	302	Understand basic scientific terminology			
IOD	303	Find basic information in text that describes a complex data presentation			
IOD	304	Determine how the values of variables change as the value of another variable changes in a simple data presentation			
SIN	301	Understand the methods used in a simple experiment			
SIN	302	Understand the tools and functions of tools used in a complex experiment			
SIN	303	Find basic information in text that describes a complex experiment			
EMI	301	Identify implications in a model			
EMI	302	Determine which models present certain basic information			

ACT®

Table 3. ACT Science College and Career Readiness Standards for Score Range 20-23

Science College and Career Readiness Standards			For each skill, knowledge, or process:		
			Is it **included** in your Science curriculum?	At what grade level (or in which course) are students **first introduced** to it?	At what grade level (or in which course) are students **expected to demonstrate proficiency**?
IOD	401	Select data from a complex data presentation (e.g., a phase diagram)			
IOD	402	Compare or combine data from a simple data presentation (e.g., order or sum data from a table)			
IOD	403	Translate information into a table, graph, or diagram			
IOD	404	Perform a simple interpolation or simple extrapolation using data in a table or graph			
SIN	401	Understand a simple experimental design			
SIN	402	Understand the methods used in a complex experiment			
SIN	403	Identify a control in an experiment			
SIN	404	Identify similarities and differences between experiments			
SIN	405	Determine which experiments utilized a given tool, method, or aspect of design			
EMI	401	Determine which simple hypothesis, prediction, or conclusion is, or is not, consistent with a data presentation, model, or piece of information in text			
EMI	402	Identify key assumptions in a model			
EMI	403	Determine which models imply certain information			
EMI	404	Identify similarities and differences between models			

ACT®

ACT Scale	English	Math	Reading	Science	ACT Scale
26	56-57	41-43		30	26
25	54-55	39-40	28	28-29	25
24	51-53	37-38	26-27	26-27	24
23	49-50	35-36	25	24-25	23
22	47-48	34	23-24	22-23	22
21	44-46	32-33	22	21	21
20	41-43	31	21	19-20	20
19	39-40	29-30	19-20	17-18	19
18	37-38	27-28	18	16	18
17	35-36	24-26	17	14-15	17
16	33-34	20-23	16	13	16

ACT®

Is there a way to get information, earlier, about students' ACT performance?

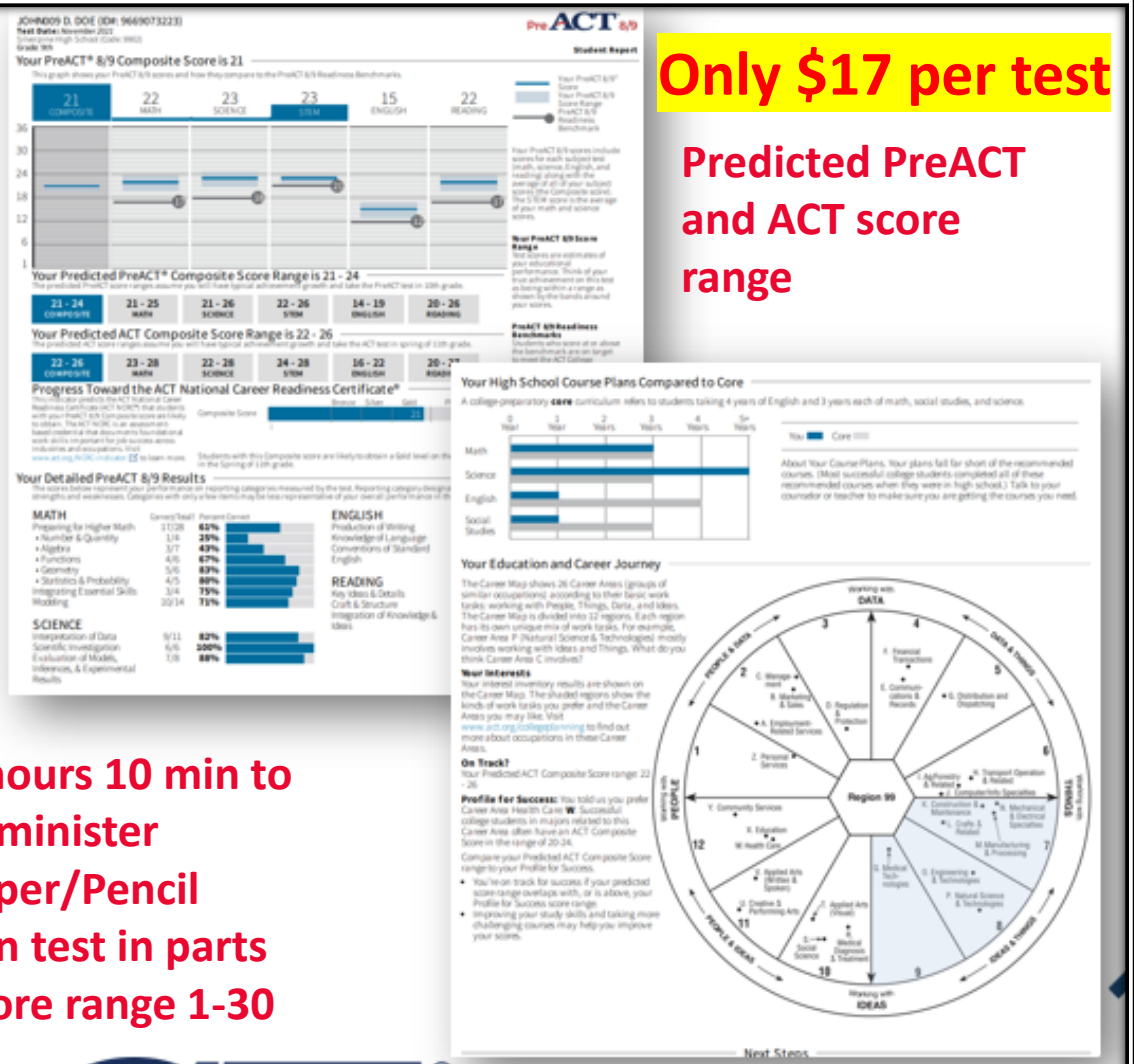
YES, ACT's Connected Assessments

ACT

PreACT 8/9

- **Target Grade:** 8th and 9th grades
- **Purpose:** Get students comfortable with taking a college entrance exam
- **Follow-Up Activities:** Discuss score report and inventory results for college and career planning

Implementing PreACT 8/9 in 8th grade great way to continue building confidence in taking the ACT!



Only $17 per test

Predicted PreACT and ACT score range

2 hours 10 min to administer
Paper/Pencil
Can test in parts
Score range 1-30

PreACT® 8/9

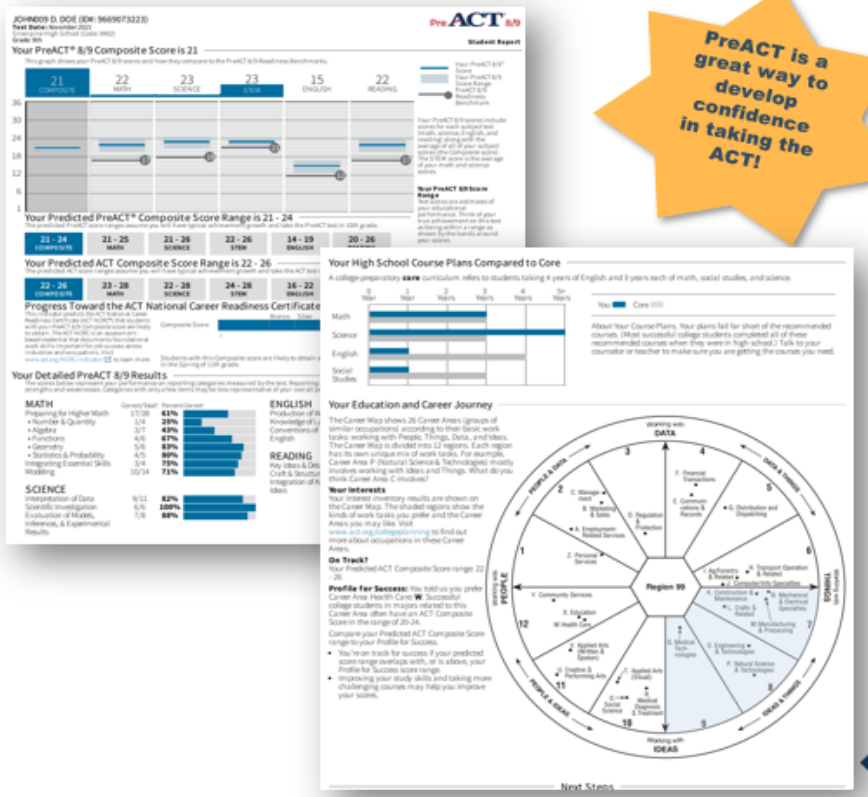
ACT®

ACT®

Sample report in your folder

PreACT

- **Target Grade:** 10th grade
- **Purpose:** Provides insight into performance predictions, inform interventions, and give instructional support
- **Follow-Up Activities:** Discuss progress with the student and create a plan for success



PreACT is a great way to develop confidence in taking the ACT!

Only $17 per test

Predicted ACT score range

2 hours 10 min to administer
Paper/Pencil
Can test in parts
Score range 1-35

SCAN THE QR CODE TO VIEW THE BENEFITS OF PREACT

PreACT®

ACT®

ACT®

PreACT Secure

Only $20 per test

Feature	PreACT and PreACT 8/9
Test Window	Test in the testing window – usually March -April
Timing	2 hours 35 minutes
Assessment Mode	Online Only – one sitting
Non-Cognitive Portion	Not available
Reporting	3 to 8 weeks after testing
Features	Predicted ACT score, mirrors ACT experience

ACT®

PreACT Suite Comparisons

	PreACT 8/9	PreACT	PreACT Secure
Item Type; Subjects	Multiple-choice; English, Math, Reading, Science		
Grade Levels for Norming Purposes	Fall and Spring – Grades 8 and 9	Fall and Spring – Grades 9, 10, and 11	
Time	130 minutes		155 minutes
Administration Type	Paper only		Online only
Item Response	Test booklets returned to students; item-response analysis available		Secure forms; no item-response analysis
2022-2023 Testing Window	September 1 – June 1		Three two-week windows available March-May
Key Uses	Ability for students to practice and prepare for the ACT in low-stakes environments		Ability for districts or states to use for high-stakes or accountability purposes; online practice experience
Cost	$17	$17	$20

ACT®

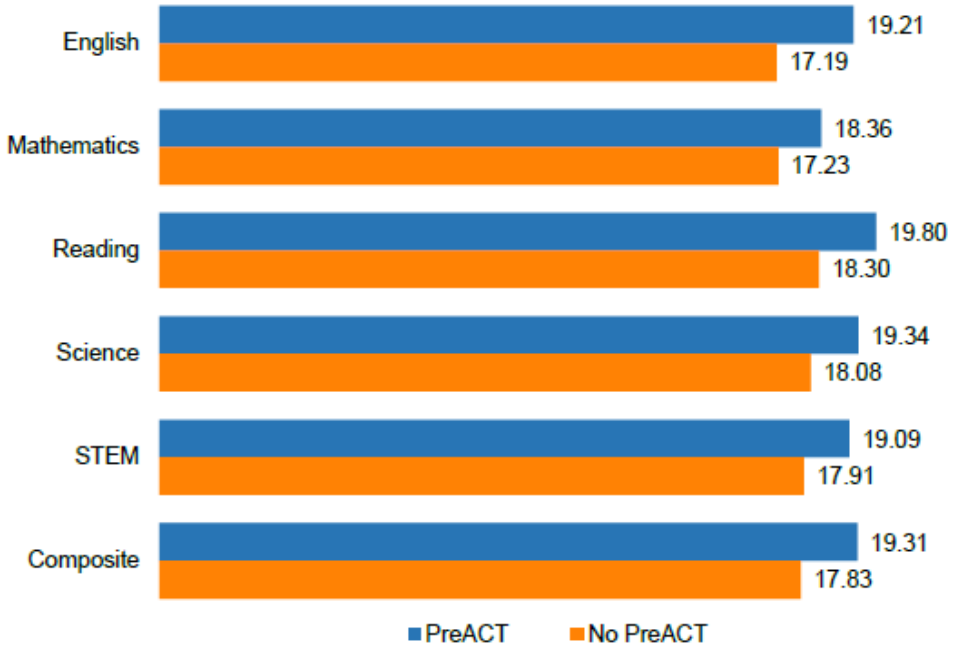
PreACT-Tested Students in Louisiana's 2022 ACT-Tested Graduating Class: A Summary of Performance and Growth

Jeff Allen, PhD

Finding 1: PreACT-tested students scored higher on the ACT test and were more likely to be ready for college courses.

The average ACT score for students who took the PreACT was higher than the average ACT score for students who did not (Figure 2). Louisiana's mean ACT Composite score was 19.31 for students who took the PreACT and 17.83 for students who did not.

Figure 2. Mean ACT Scores by PreACT Testing Status



ANN C TAYLOR
7852 W 46TH ST APT 4
WHEAT RIDGE, CO, 80033

ACT ID: 201293212
GRADUATION YEAR: 2023

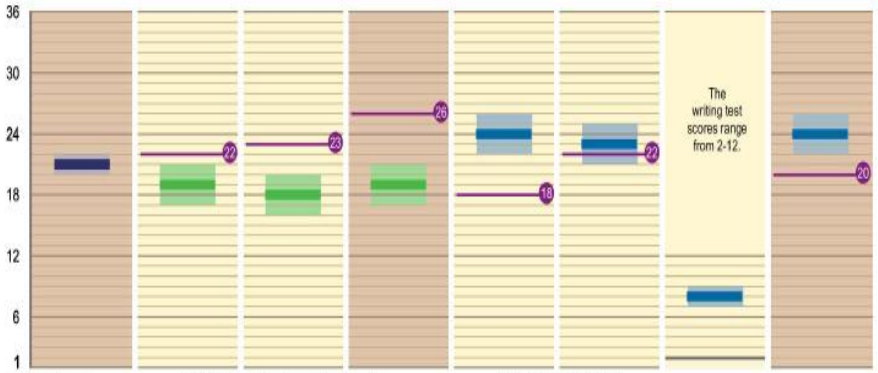
DOB: SEPTEMBER 01, 2004
GENDER: FEMALE

TEST DATE: APRIL 2022
HIGH SCHOOL CODE: 061-450
WHEAT RIDGE SENIOR HIGH SCHOOL

The ACT® High School Report

SUPER SCORE							
22	21	20	21	24	23	8	24
	Oct 2020	Oct 2020		Apr 2021	Apr 2021	Apr 2021	

21 COMPOSITE	19 MATH	18 SCIENCE	19 STEM	24 ENGLISH	23 READING	8 WRITING	24 ELA



Student Score
Score
Score Range

ACT College Readiness Benchmarks
Readiness Benchmark
If the student's score is at or above the Benchmark, he or she will likely be ready for first-year college courses in the corresponding subject area. There is currently no Benchmark for writing.

Student's Score Range
Test scores are estimates of the student's educational development. Think of true achievement on this test as being within a range that extends about one standard error of measurement, or about 1 point for the Composite and writing scores, and 2 points for STEM, ELA, and the other test scores, above and below the student's score.

Detailed Results

MATH 19

			ACT Readiness Range
Preparing for Higher Math	15 of 35	43%	
• Number & Quantity	3 of 5	60%	✓
• Algebra	4 of 8	50%	
• Functions	2 of 8	25%	
• Geometry	4 of 8	50%	
• Statistics & Probability	2 of 6	33%	
Integrating Essential Skills	11 of 25	44%	
Modeling	12 of 21	57%	

SCIENCE 18

Interpretation of Data	10 of 18	56%
Scientific Investigation	2 of 10	20%
Evaluation of Models, Inferences & Experimental Results	4 of 12	33%

ACT Composite Score: ACT Math, Science, English, and Reading test scores and the Composite score range from 1 to 36. For each test, we converted the student's number of correct answers into a score within that range. The student's Composite score is the average of his or her scores on the four subjects rounded to the nearest whole number. If the student left any test completely blank, that score is reported as two dashes and no Composite score is computed.

STEM: Sciences, Technology, Engineering and Math **ELA:** English Language Arts

ENGLISH 24

			ACT Readiness Range
Production of Writing	17 of 23	74%	✓
Knowledge of Language	10 of 12	83%	✓
Conventions of Standard English	29 of 40	73%	✓

READING 23

Key Ideas & Details	17 of 24	71% ✓
Craft & Structure	5 of 10	50%
Integration of Knowledge & Ideas	5 of 6	83% ✓

Understanding Complex Texts — Below | Proficient | Above

Understanding Complex Texts: This indicator lets you know if you are understanding the central meaning of complex texts at a level that is needed to succeed in college courses with high reading demand.

WRITING 8

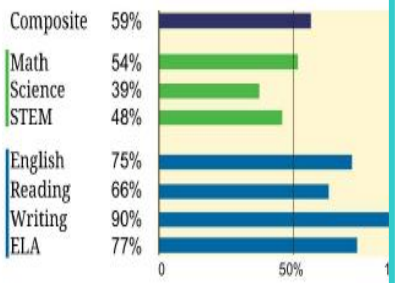
Ideas & Analysis	8
Development & Support	8
Organization	9
Language Use &	8

If the student took the writing test, the essay was scored on a scale of 1 to 6 by two raters in each of the four writing domains. These domains represent essential skills and abilities that are necessary to meet the writing demands of college and career. The domain scores, which range from 2 to 12, are each a sum of the two raters' scores. The writing score is the average of the student's four domain

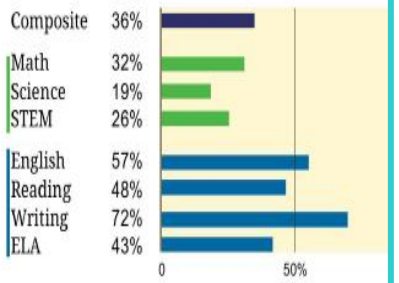
Ranking Results

The student's ranks tell you the approximate percentages of recent high school graduates in the US and your state who took the ACT® test and received scores that are the same as or lower than the student's scores example, a rank of 56 for the student's Composite score means 56% of students earned that Composite score or below.

US Rank

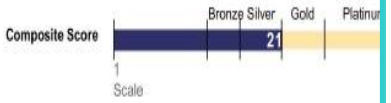


State Rank



Progress Toward the ACT National Career Readiness Certificate®

This indicator provides an estimate of the ACT National Career Readiness Certificate (ACT NCRC®) that students with this ACT Composite score are li obtain. The ACT NCRC is an assessment-based credential that documents foundational work skills important for job success across industries and occupations.



Students with this ACT Composite score are likely to obtain a Silv level NCRC.

ANN C. TAYLOR (ID#: 123876)
Test Date: *October 8, 2021*
WASHINGTON HIGH SCHOOL (Code: 123456)
Grade: 10

SAMPLE

PreACT® Student Report

Your PreACT® Composite Score is 19

This graph shows your PreACT scores and how they compare to the PreACT Readiness Benchmarks.

19 COMPOSITE	19 MATH	17 SCIENCE	18 STEM	19 ENGLISH	21 READING

Your PreACT® Score
Your PreACT Score Range
PreACT Readiness Benchmark

Your PreACT scores include scores for each subject test (math, science, English, and reading) along with the average of all of your subject scores (the Composite score). The STEM score is the average of your math and science scores.

Your PreACT Score Range
Test scores are estimates of your educational performance. Think of your true achievement on this test as being within a range as shown by the bands around your scores.

PreACT Readiness Benchmarks
Students who score at or above the benchmark are on target to meet the ACT College Readiness Benchmark when they are in 11th or 12th grade.

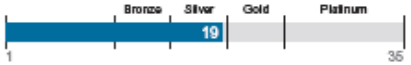
Your Predicted ACT Composite Score Range is 20–23

The predicted ACT score ranges assume you will have typical achievement growth and take the ACT test in spring of 11th grade.

20–23 COMPOSITE	20–24 MATH	18–22 SCIENCE	18–22 STEM	20–24 ENGLISH	21–26 READING

Progress Toward the ACT National Career Readiness Certificate®

This indicator predicts the ACT National Career Readiness Certificate (ACT NCRC®) that students with your PreACT Composite score are likely to obtain. The ACT NCRC is an assessment-based credential that documents foundational work skills important for job success across industries and occupations. Visit www.act.org/NCRC-indicator to learn more.



Students with this Composite score are likely to obtain a Silver level on the ACT NCRC in the spring of 11th grade.

US Rank

Composite	68%
Math	74%
Science	50%
STEM	60%
English	70%
Reading	74%

Your Detailed PreACT Results

The scores below represent your performance on reporting categories measured by the test. Reporting category designations are provided to help you to start to focus on strengths and weaknesses. Categories with only a few items may be less representative of your overall performance in that category.

MATH

	Correct/Total†	Percent Correct
Preparing for Higher Math	13/21	62%
• Number & Quantity	3/3	100%
• Algebra	3/5	60%
• Functions	4/5	80%
• Geometry	2/5	40%
• Statistics & Probability	1/3	33%
Integrating Essential Skills	7/15	47%
Modeling	4/10	40%

SCIENCE

Interpretation of Data	6/12	50%
Scientific Investigation	6/10	60%
Evaluation of Models, Inferences & Experimental Results	2/8	25%

ENGLISH

	Correct/Total	Percent Correct
Production of Writing	10/14	71%
Knowledge of Language	5/7	71%
Conventions of Standard English	14/24	58%

READING

Key Ideas & Details	10/14	71%
Craft & Structure	4/8	50%
Integration of Knowledge & Ideas	2/3	67%

Understanding Complex Texts
This indicator tells if you are understanding the central meaning of complex texts at a level that is needed to succeed in college courses with higher reading demand.

Below | Proficient

*** About the PreACT test and score scale**
The PreACT is shorter than the ACT and is based on a subset of ACT test specifications. The PreACT test scores align to the 1–36 ACT score scales, but PreACT has a maximum score of 35.

† Math test questions can map to multiple reporting categories, so totals will exceed

PreACT Composite Score: For each test we converted your number of correct answers into a 1 to 35 score. Your Composite score is the average of your scores on the four subject tests (math, science, English, and reading) rounded to the nearest whole number. If you left any test completely blank, that score is reported as two dashes and no Composite score is computed.

PreACT Reports that assist in targeting school/student interventions

Early Intervention Rosters

- Roster 1: Which of our students reported that they do not plan to finish high school, or have no post-high school educational plans?
- Roster 2: Students with no college plans who are On the Cusp or On Target for college readiness
- Roster 3: Students planning to attend college, but who are In Need of Intervention or do not plan to take college core coursework
- Roster 4: Which of our students expressed a need for help in one or more areas?

ACT®

Coursework Intervention

2019-2020 PreACT™ 8/9 Early Intervention Rosters
School Report - Grade 9

STATE : RI
SCHOOL : WASHINGTON HIGH SCHOOL
SORT CODE : 40102920
Total Students in Report: 124

Which of our students reported that they plan to attend college,
but earned a PreACT Composite score of 15 or lower, or do not plan to take college core coursework?

Coursework Intervention

			PreACT™ 8/9 Test Score					Years of Coursework				
	Student Name		Comp	Math	Sci	Eng	Read	Eng.	Math	Soc Studies	Nat Sci	Educational Plan
1	Cardenas, Maggie	B	15	15	13	17	16	0	0	3	4	4-year college / university
2	Delacruz, Kira	B	15	14	17	13	17	3	3	3.5	8	4-year college / university
3	Ewing, Junior	C	15	18	15	15	13	6	3	3.5	2	2-year / junior college
4	Harrison, Curtis	A	16	18	17	14	28	3	2	4	2	Graduate/Professional Studies
5	Hogan, Sariah	A	18	18	21	14	17	2	0	4	0	Graduate/Professional Studies
6	Jensen, Kadence	A	19	16	24	14	21	7	3	5	0	4-year college / university
7	Jensen, Lailah	C	13	11	14	14	15	3	4	4	3	4-year college / university
8	Johnston, Adeline	A	16	16	25	7	18	4	9.5	9	3	Graduate/Professional Studies
9	Maddox, Moriah	A	17	14	14	18	24	1	3.5	4	3	2-year / junior college
10	Mathis, Reyna	A	19	21	22	18	14	3.5	5	3	2	4-year college / university
11	Nash, Lorelei	B	15	13	11	21	14	4	4	2	2	Career / technical school
12	Osborne, Janiyah	A	17	17	16	16	22	2	5	3	74	4-year college / university
13	Pope, Shannon	C	15	13	14	16	16	5	7	6	9.5	2-year / junior college
14	Preston, Ariel	A	21	25	21	28	11	4	2	3		4-year college / university

ACT®

Early Intervention Roster

Roster View: PreACT, Silverpine High School, 2021-2022

Showing students who are Not Voided

Search: Composite Score at least 1, and Early Intervention Roster 1 is one of Criteria Met

Options Save Download Roster Stude

Last Name	First Name	Season	Grade	Educational Aspirations	Years of Coursework				Composite	Math	Science	STEM	English	Reading
					English	Math	Social Studies	Natural Science	Score	Score	Score	Score	Score	Score
Doe	John924	Fall	9th	Undecided about future educational plans					13	16	10	13	9	15
Doe	John004	Fall	10th	No education or other training planned for after high school	4	3.5	3.5	3	11	12	15	14	8	8
Doe	John018	Fall	10th	Undecided about future educational plans	4	3	3.5	3	16	17	14	16	15	18
Doe	John052	Fall	10th	Not planning to complete high school	4	6	9	8	13	14	18	16	9	12
Doe	John116	Fall	10th	Undecided about future educational plans					13	15	13	14	10	14
Doe	John129	Fall	10th	Undecided about future educational plans	0	0	0.5	0	12	16	9	13	10	12
Doe	John156	Fall	10th	Undecided about future educational plans	1	2	0.5	0	17	15	19	17	9	24
Doe	John182	Fall	10th	Undecided about future educational plans	4	4	3.5	2	23	24	22	23	21	24
Doe	John229	Fall	10th	Undecided about future educational plans	5	3	2.5	3	14	15	13	14	10	16
Doe	John236	Fall	10th	Undecided about future educational plans					4	5	6	6	3	1

Student List Report

2019-2020 PreACT™ 8/9 Student List Report
School Report - Grade 9

STATE : RI
SCHOOL : WASHINGTON HIGHSCHOOL
SCHOOL CODE : 123456
Total Students in Report: 124

	Student Name Post-High School Education Plans Career Preference	Student ID Number Special Status Codes Accommodation Code		COMP	Math	Science	STEM	English	Reading
1	**Barajas, Iliana** Graduate / Professional Studies Education	**20185610377**	**PreACT™ 8/9 Test Score**	**21**	**19**	**17**	**18**	**19**	**21**
			Predicted ACT Score Range	18-21	18-21	15-20	17-20	18-22	19-24
2	**Burns, Dahlia** 2-year / junior college Mechanical & Electrical Specialties	**20185610379**	**PreACT™ 8/9 Test Score**	**19**	**17**	**18**	**19**	**21**	**21**
			Predicted ACT Score Range	18-21	15-20	17-20	18-22	19-24	18-21
3	**Cardenas, Maggie** 4-year college / university Engineering & Technologies	**20185610380**	**PreACT™ 8/9 Test Score**	**21**	**19**	**17**	**18**	**19**	**21**
			Predicted ACT Score Range	18-21	18-21	15-20	17-20	18-22	19-24
4	**Carson, Caitlin** 4-year college / university Marketing & Sales	**20185610381**	**PreACT™ 8/9 Test Score**	**19**	**17**	**18**	**19**	**21**	**21**
			Predicted ACT Score Range	18-21	15-20	17-20	18-22	19-24	18-21
5	**Delacruz, Kira** 2-year / junior college Healthcare	**20185610382**	**PreACT™ 8/9 Test Score**	**21**	**19**	**17**	**18**	**19**	**21**
			Predicted ACT Score Range	18-21	18-21	15-20	17-20	18-22	19-24
6	**Deleon, Jimena** Graduate / Professional Studies Agriculture, Forestry & Related	**20185610383**	**PreACT™ 8/9 Test Score**	**19**	**17**	**18**	**19**	**21**	**21**
			Predicted ACT Score Range	18-21	15-20	17-20	18-22	19-24	18-21
7	**Ewing, Junior** Graduate / Professional Studies Applied Arts (Written & Spoken)	**20185610384**	**PreACT™ 8/9 Test Score**	**21**	**19**	**17**	**18**	**19**	**21**
			Predicted ACT Score Range	18-21	18-21	15-20	17-20	18-22	19-24
8	**Harrison, Curtis** Graduate / Professional Studies Applied Arts (Written & Spoken)	**20185610385**	**PreACT™ 8/9 Test Score**	**19**	**17**	**18**	**19**	**21**	**21**
			Predicted ACT Score Range	18-21	15-20	17-20	18-22	19-24	18-21
9	**Hogan, Sarah** 4-year college / university Finanacial Transactions	**20185610386**	**PreACT™ 8/9 Test Score**	**21**	**19**	**17**	**18**	**19**	**21**
			Predicted ACT Score Range	18-21	18-21	15-20	17-20	18-22	19-24
10	**Hood, Aubrie** Graduate / Professional Studies Education	**20185610387**	**PreACT™ 8/9 Test Score**	**19**	**17**	**18**	**19**	**21**	**21**
			Predicted ACT Score Range	18-21	15-20	17-20	18-22	19-24	18-21
11	**Horne, Jase** 2-year / junior college Medical Diagnosis & Treatment	**20185610388**	**PreACT™ 8/9 Test Score**	**21**	**19**	**17**	**18**	**19**	**21**
			Predicted ACT Score Range	18-21	18-21	15-20	17-20	18-22	19-24
12	**Huff, Brodie** 4-year college / university Engineering & Technologies	**20185610389**	**PreACT™ 8/9 Test Score**	**19**	**17**	**18**	**19**	**21**	**21**
			Predicted ACT Score Range	18-21	15-20	17-20	18-22	19-24	18-21

OO#: 3456789
C#: 54321
PN#: 333333333

SAMPLE REPORT

28-OCT-19

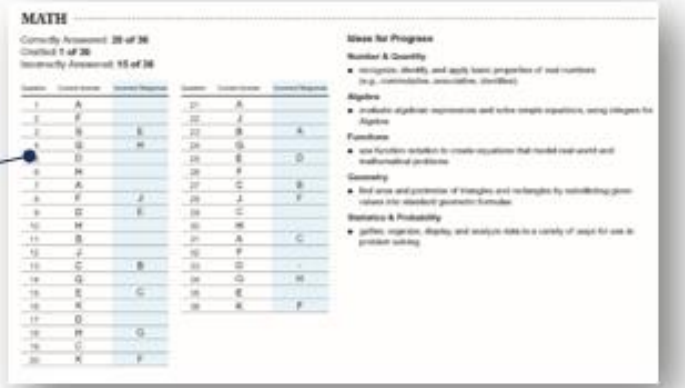
PreACT 8/9

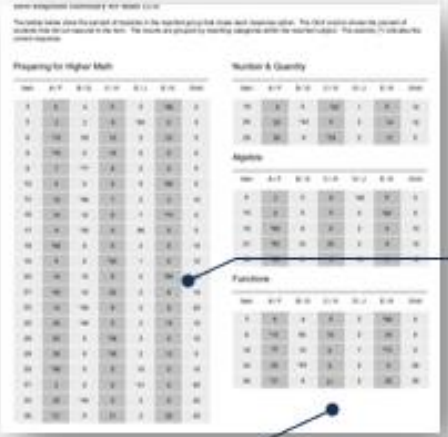
ACT®

Keep the Booklets!

Students: Item Responses and How to Make Progress

Students receive an item analysis report. Here they can view each question, know the correct answer, and identify which items they answered incorrectly. The report also gives them ideas for progress to improve scores.





Educators: Item Response Summary

Identify how your students answered each item: right, wrong, or did not answer.

Educators: Which specific areas can my students improve?

Based on certain items, understand the content areas where you can improve curriculum before the ACT test to boost students' college readiness.

Item Response School Summary

2019-2020 PreACT™ 8/9 Item Response Summary Report
School Report - Grade 9

STATE : RI
SCHOOL : WASHINGTON HIGH SCHOOL
SORT CODE : 40102920
Total Students in Report: 124

Item-Response Summary for Math (1/3)

The tables below show the percent of students in the reported group that chose each response option. The Omit column shows the percent of students that did not respond to the item. The results are grouped by reporting categories within the reported subject. The asterisk (*) indicates the correct response.

Preparing for Higher Math

Item	A / F	B / G	C / H	D / J	E / K	Omit
1	0	0	*94	2	0	4
2	0	0	*94	2	0	4
5	2	0	0	*89	0	9
9	2	0	0	*81	0	17
10	0	0	*79	2	0	19
11	2	0	0	*77	0	21
12	2	0	0	*75	0	23
13	0	*74	0	2	0	25
14	*72	0	0	2	0	26
15	0	0	*70	2	0	28
16	0	0	0	2	*68	30
17	0	0	*64	2	0	34
18	0	0	0	2	*62	36
19	*60	0	0	2	0	38
20	2	0	0	*58	0	40
21	0	*57	0	2	0	42
23	*52	0	0	2	0	45
26	0	*47	0	2	0	51
30	2	0	0	*40	0	58
31	0	0	0	2	*34	64
36	0	0	0	2	*30	68

Number & Quantity

Item	A / F	B / G	C / H	D / J	E / K	Omit
3	0	*92	0	2	0	6
18	0	0	0	2	*62	36
28	2	0	0	2	*43	55

Algebra

Item	A / F	B / G	C / H	D / J	E / K	Omit
1	0	*74	0	2	0	25
6	*89	0	0	2	0	9
9	2	0	0	*81	0	17
10	0	0	*79	2	0	19
11	2	0	0	*77	0	21

Functions

Item	A / F	B / G	C / H	D / J	E / K	Omit
4	0	0	0	2	*91	8
13	0	*74	0	2	0	25
19	*60	0	0	2	0	38
29	2	0	0	*42	0	57
33	0	0	0	2	*30	68

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PreACT 8/9 = 30
PreACT =35

Table 3.2. Scale Score Ranges for PreACT 8/9 and PreACT College Readiness Indicators

Scale Score	Test	College Readiness Indicator			ACT Benchmark
		In Need of Intervention	On the Cusp	On Target	
English	PreACT 8/9	1–9	10–12	13–30	18
	PreACT	1–11	12–14	15–35	
Mathematics	PreACT 8/9	1–15	16–17	18–30	22
	PreACT	1–16	17–18	19–35	
Reading	PreACT 8/9	1–14	15–17	18–30	22
	PreACT	1–16	17–19	20–35	
Science	PreACT 8/9	1–16	17–19	20–30	23
	PreACT	1–17	18–20	21–35	
STEM	PreACT 8/9	1–19	20–22	23–30	26
	PreACT	1–21	22–23	24–35	

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ONLY $38.25
Compared to $66

- **Target groups:** Junior and Seniors, but can administer to 9th and 10th this year
- **Purpose:** Allow juniors to test before state testing; allow an additional senior retake; target subgroups that would benefit from ACT exposure earlier
- **Interest Inventory:** allows for additional post-secondary and career planning
- **Reporting:** same as National ACT reports
- **Enrollment open NOW for Spring Testing!**

District Testing Details

What is the impact of retesting on student ACT scores?

Times Tested	1			2			3			4+		
Class of	N	Average Composite	% restested	N	Average Composite	% restested	N	Average Composite	% restested	N	Average Composite	% restested
2020	22,042	15.9	41%	10,280	18.9	19%	8,387	20.8	16%	12,779	22.0	24%
2021	18,919	15.9	38%	11,956	18.6	24%	7,951	20.5	16%	11,275	21.2	23%
2022	21,189	15.4	40%	11,982	18.5	23%	7,911	20.4	15%	11,596	21.1	22%

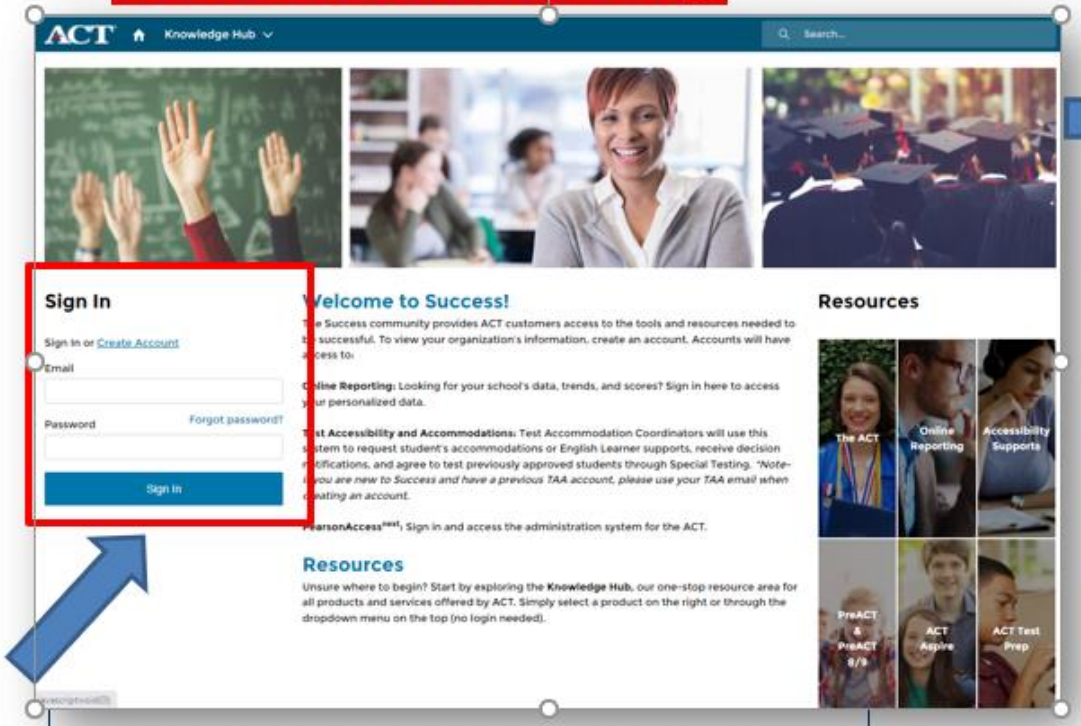
Increasing ACT composite scores of students would increase scholarship opportunities and reduce the need for remediation in college!

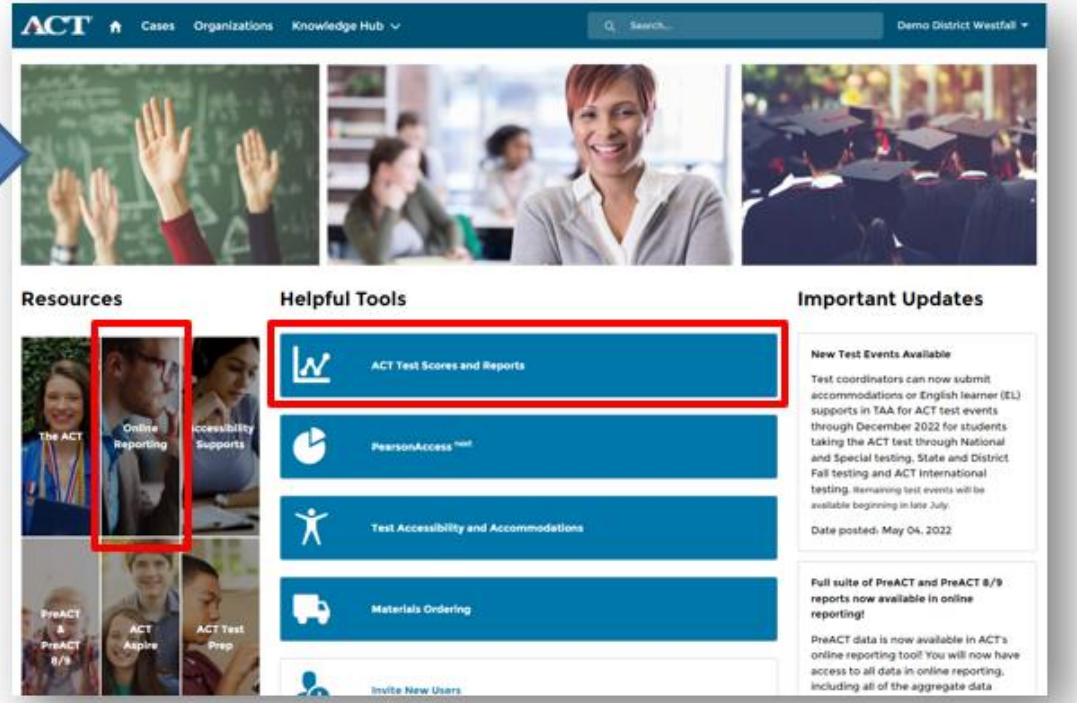
Data taken from Louisiana Condition Report

Where can you obtain the ACT/PreACT reports?

ACT Online Reporting

success.act.org





*You need to have been granted access to the data from your **trusted agent**.

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ACT Online Reporting

- Minimal to no experience in Online Reporting [Success Portal]
- Moderate experience in OLR (accessed it multiple times and have shared reports with others, etc)
- Significant experience in OLR (access site often, use reports, download data, etc.)

USER ROLES

ONLINE REPORTING

The table below outlines the roles and actions for online reporting.

Role Name	Actions Available	User Examples
Detailed Viewer	View and export summary and detailed individual data and reports.	District Test Coordinator
Summary Viewer	View and export summary data and reports.	Local teacher or Curriculum Specialist
Trusted Agent	View, add, and remove users at district and school level. View and export summary and detailed in- dividual data and reports. Access also includes the user activity report within Data Interaction.	Superintendent

If a user has multiple profiles within the system that allow for different data visibility based on school, district, or state access, the user will have the option to toggle between specific roles.

Options may include:

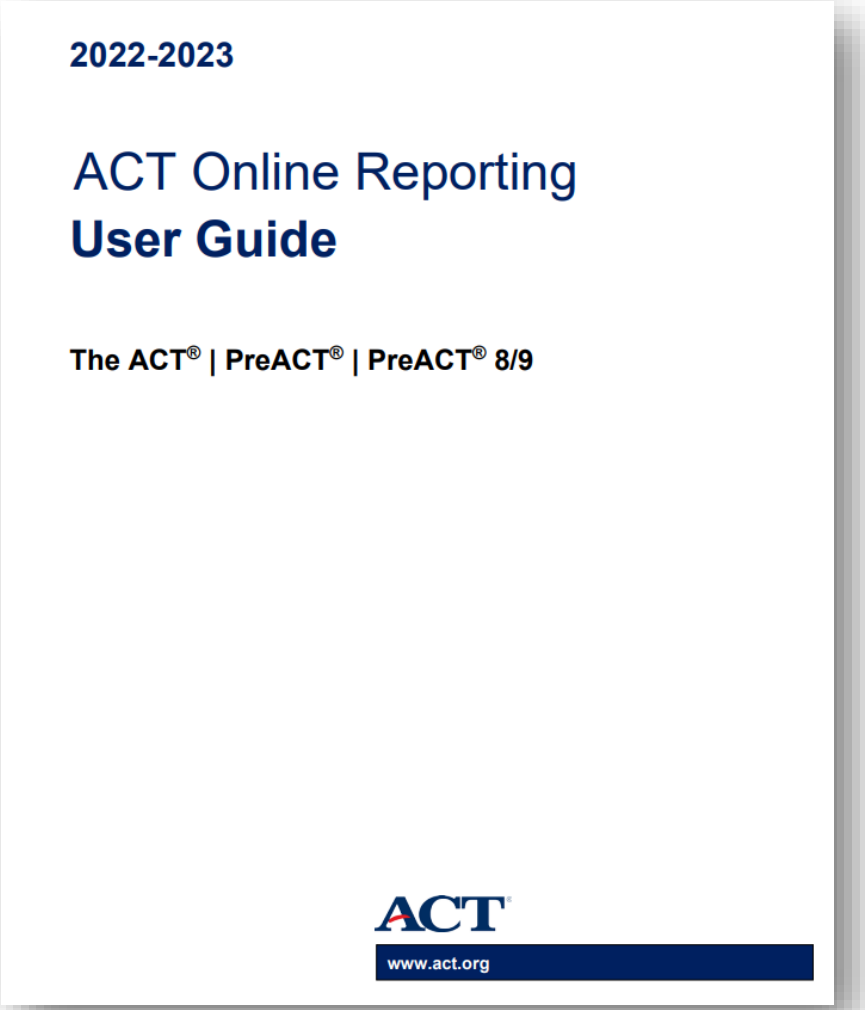
- **State Users:** Visibility of state, districts, and schools in jurisdiction.
- **District Users** Visibility of districts and schools in jurisdiction.
- **School Users:** Visibility of schools in jurisdiction.

Rev 12/06/22

ACT Online Reporting: User Guide

[Online Reporting Resources]

[OnLine Reporting User Guide]

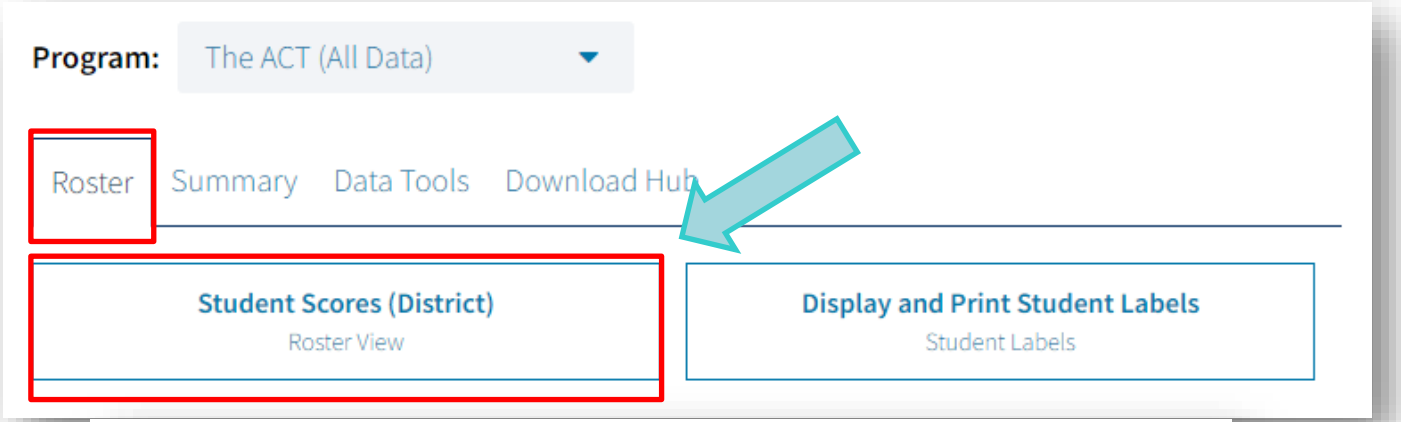

2022-2023

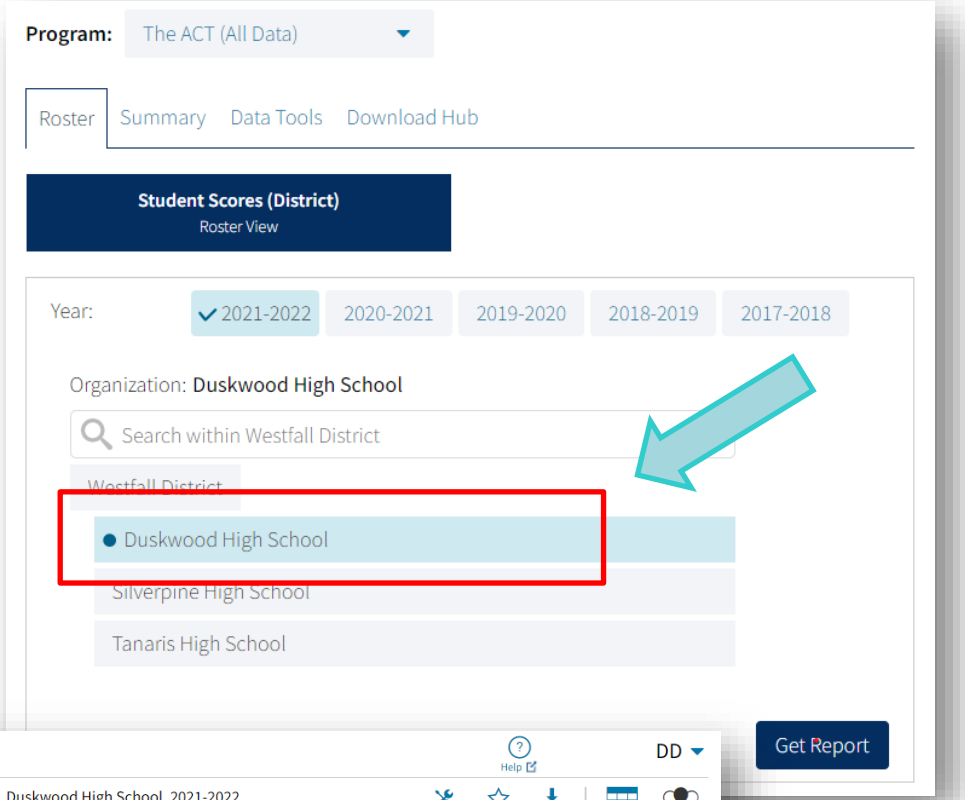
ACT Online Reporting
User Guide

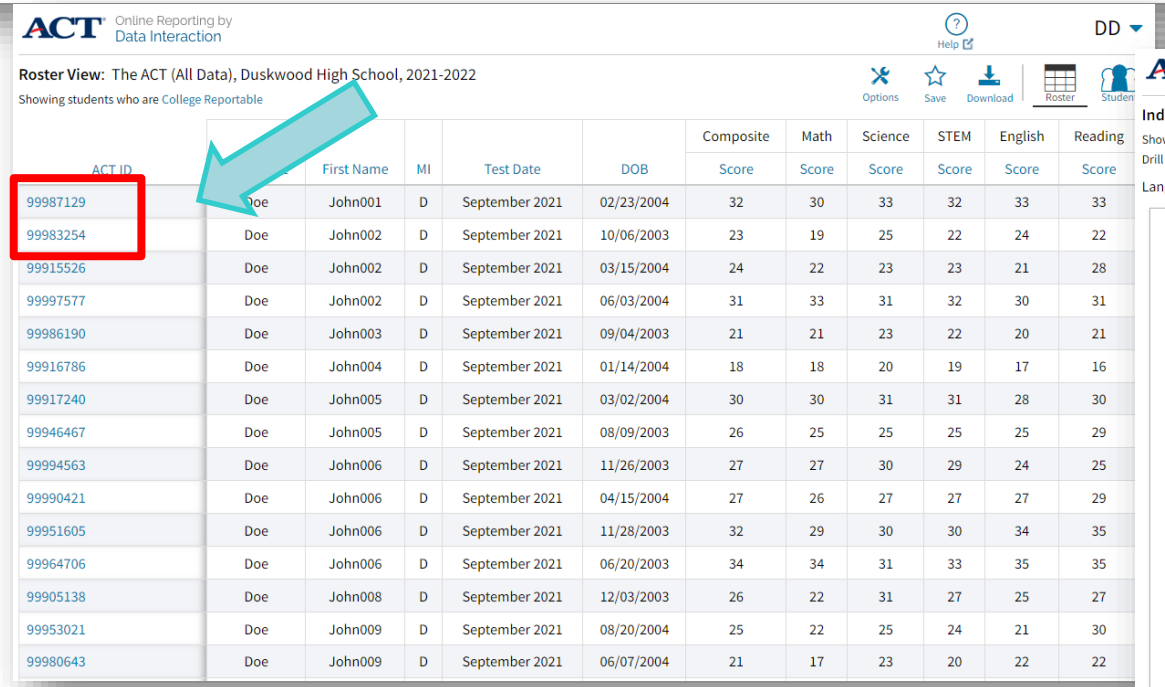
The ACT® | PreACT® | PreACT® 8/9

ACT
www.act.org

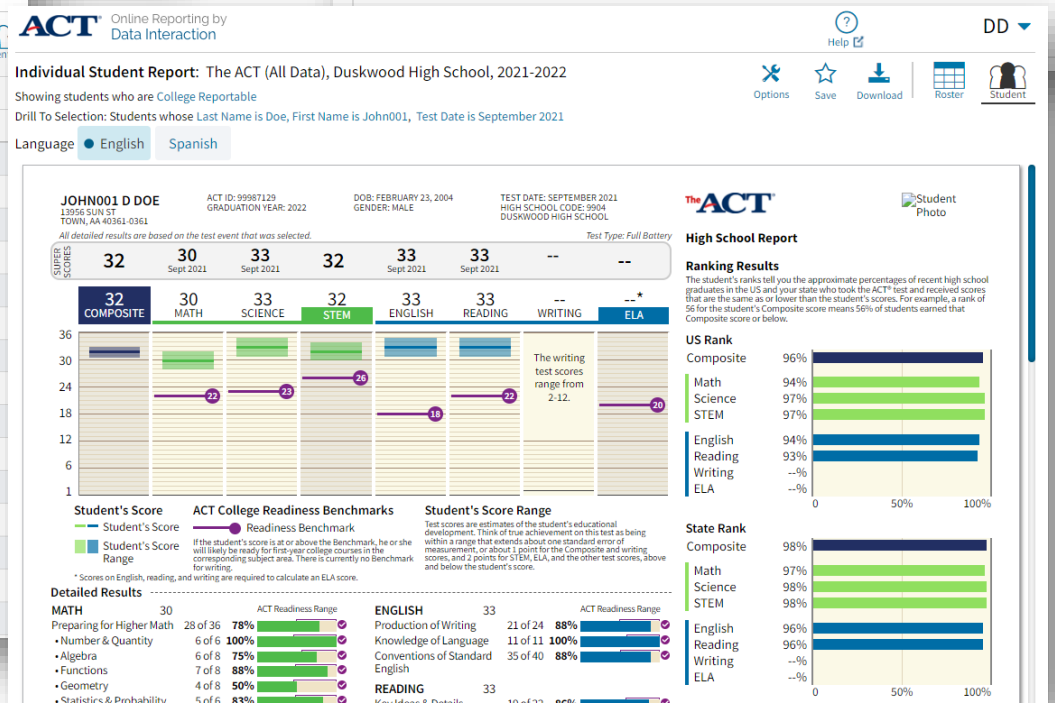
Student Level Reports





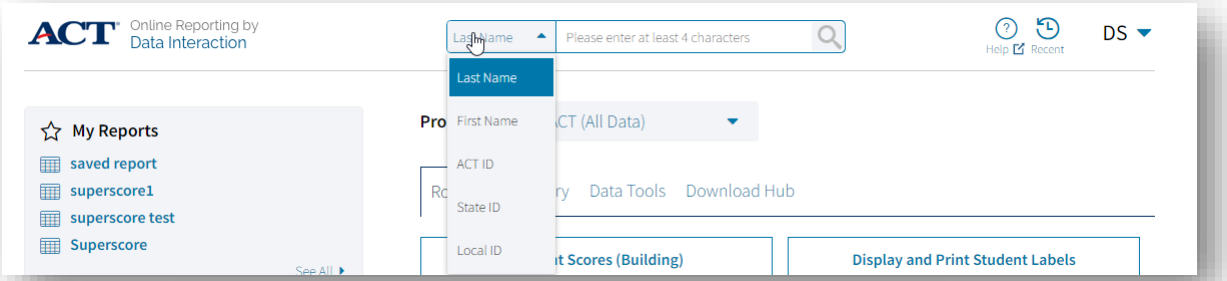


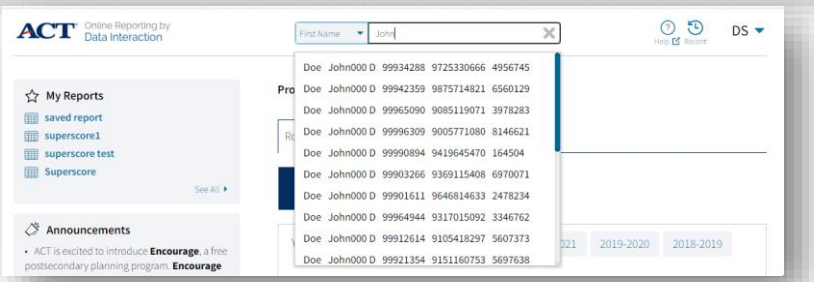
ACT ID		First Name	MI	Test Date	DOB	Composite Score	Math Score	Science Score	STEM Score	English Score	Reading Score
99987129	Doe	John001	D	September 2021	02/23/2004	32	30	33	32	33	33
99983254	Doe	John002	D	September 2021	10/06/2003	23	19	25	22	24	22
99915526	Doe	John002	D	September 2021	03/15/2004	24	22	23	23	21	28
99997577	Doe	John002	D	September 2021	06/03/2004	31	33	31	32	30	31
99986190	Doe	John003	D	September 2021	09/04/2003	21	21	23	22	20	21
99916786	Doe	John004	D	September 2021	01/14/2004	18	18	20	19	17	16
99917240	Doe	John005	D	September 2021	03/02/2004	30	30	31	31	28	30
99946467	Doe	John005	D	September 2021	08/09/2003	26	25	25	25	25	29
99994563	Doe	John006	D	September 2021	11/26/2003	27	27	30	29	24	25
99990421	Doe	John006	D	September 2021	04/15/2004	27	26	27	27	27	29
99951605	Doe	John006	D	September 2021	11/28/2003	32	29	30	30	34	35
99964706	Doe	John006	D	September 2021	06/20/2003	34	34	31	33	35	35
99905138	Doe	John008	D	September 2021	12/03/2003	26	22	31	27	25	27
99953021	Doe	John009	D	September 2021	08/20/2004	25	22	25	24	21	30
99980643	Doe	John009	D	September 2021	06/07/2004	21	17	23	20	22	22

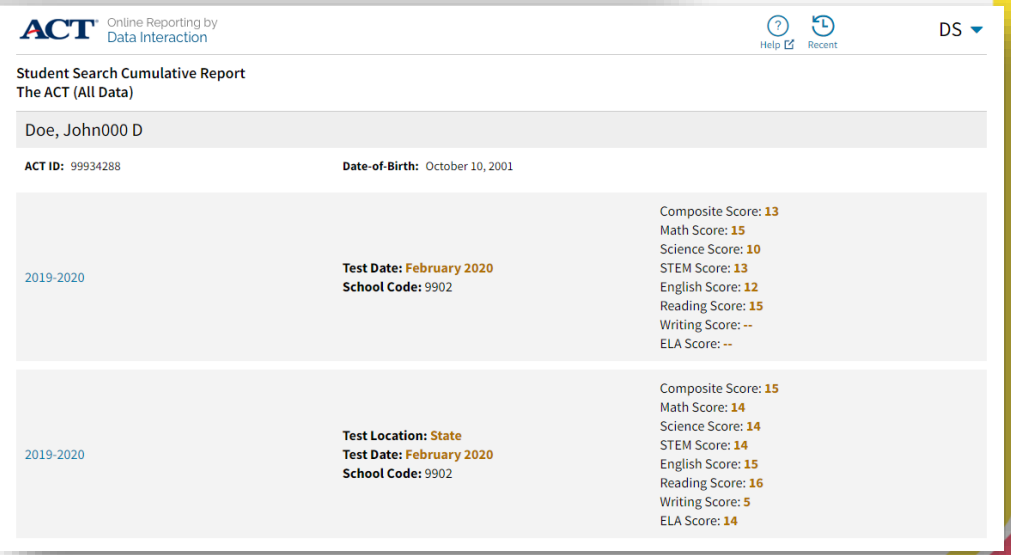


The Basics: Student Search

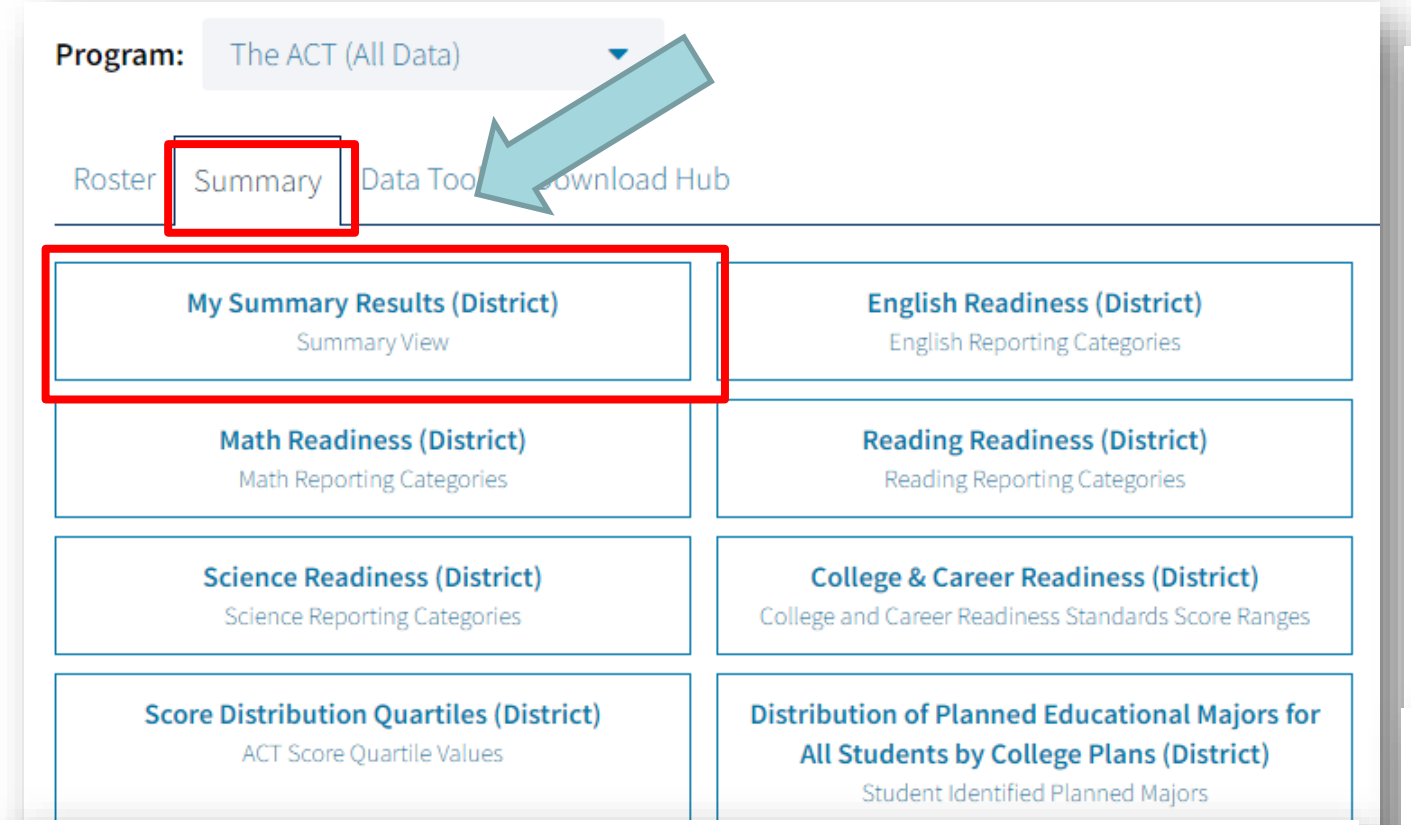
- Purpose: The student search feature provides access to individual ACT results for all organizations that a user has access to. A student can be searched by using one of the following options: Last Name, First Name, ACT ID, State ID, and Local ID.

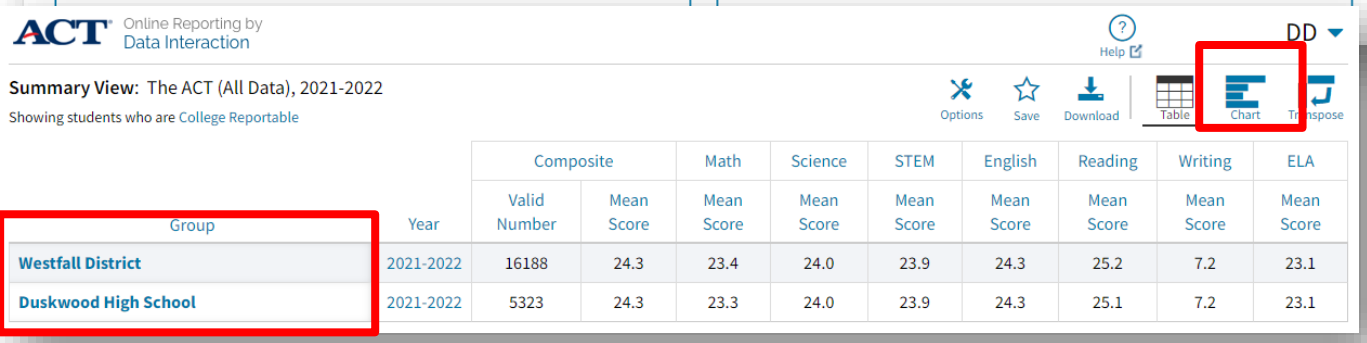




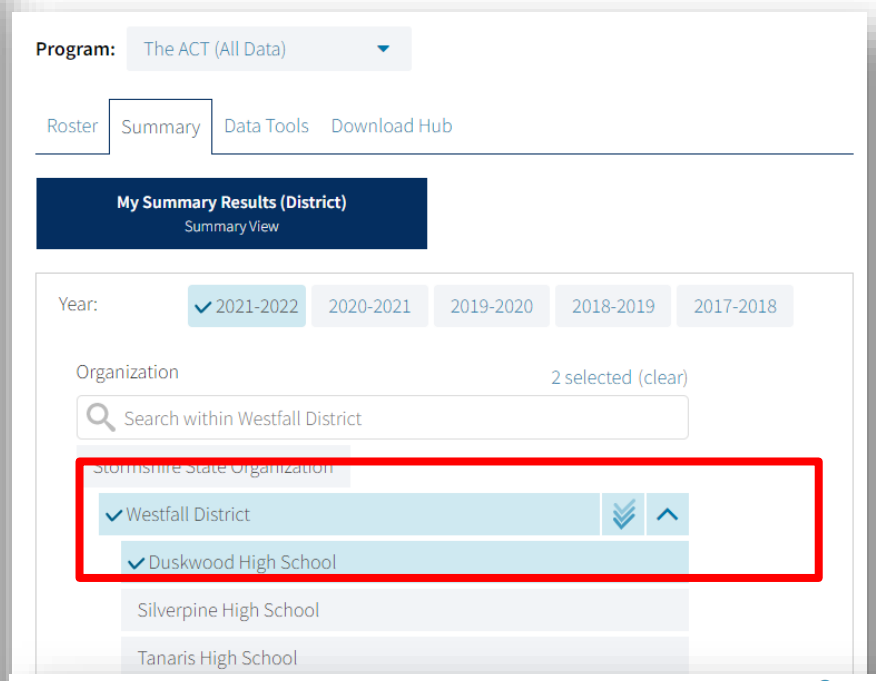


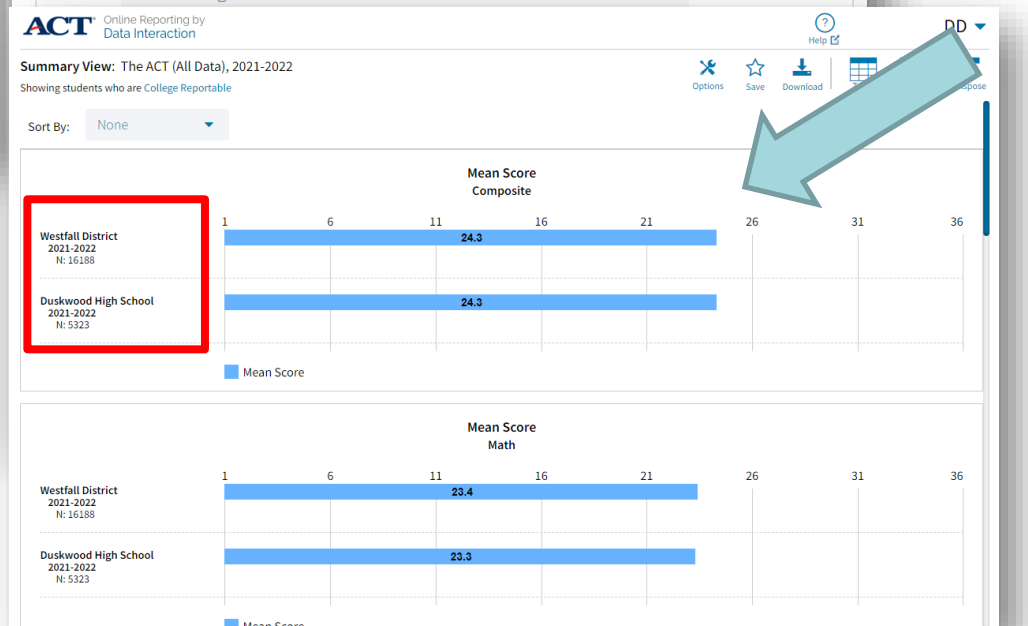
School Level Reports





Group	Year	Composite		Math	Science	STEM	English	Reading	Writing	ELA
		Valid Number	Mean Score	Mean Score	Mean Score	Mean Score	Mean Score	Mean Score	Mean Score	Mean Score
Westfall District	2021-2022	16188	24.3	23.4	24.0	23.9	24.3	25.2	7.2	23.1
Duskwood High School	2021-2022	5323	24.3	23.3	24.0	23.9	24.3	25.1	7.2	23.1





Login and join me for a Live Demo in Online Reporting

ACT®

Bottom left of screen

Footnotes

-- ACT College Readiness Benchmarks are ACT scores that, when met or exceeded, suggest a student has a good chance of succeeding in credit bearing, first-year college courses. For more detailed information review the ACT Benchmarks. Benchmarks on the ACT test follow: English Cut = 18; Math Cut = 22; Reading Cut = 22; Science Cut = 23; STEM Cut = 26; ELA Cut =20.

-- The Percent Met Readiness statistic refers to the percentage of students performing at a level comparable to the typical student meeting the associated scale score's College Readiness Benchmark.

-- The ACT Composite score is the rounded average of the English, math, reading and science scores.

-- The ACT STEM score is the rounded average of math and science scores, representing a student's overall performance in these subject areas.

-- With a range from 2-12, the ACT writing score reflects the rounded average of four domains assessed by the ACT writing test. For more detailed information go to Writing Test Scores.

-- The ACT ELA score reflects an integration of English, reading and writing test scores, representing a measure of a student's overall literary skills.

-- Note that aggregate data is not necessarily anonymous and in some cases aggregate data may be able to identify or allow inferences to be made about individuals. You are responsible to ensure use and access to this data is consistent with applicable law and policy.

-- CCRS - College and Career Readiness Standards range

-- Percentages may not add up to 100% due to rounding.

Activity 1

Let’s Find Our Scores

Activity 1: Let's Find Our Scores!

Sheet in folder

ACT Data Planning Worksheet

Activity 1 Instructions: Pull the composite scores for an academic year. Review the composite scores to Identify Strengths and Opportunities for Improvement.

Activity 1: Composite Score (Data)		
Academic Year:		
ACT Subject Area	Mean Score (Superscore)	Mean Score
Composite		
Math		
Science		
STEM		
English		
Reading		
Writing		
ELA		

Activity 1: Data Analysis	
Strengths	
Opportunities for Improvement	
Aha Moments!	
Notes	

Be Ready to Share Aha Moments!

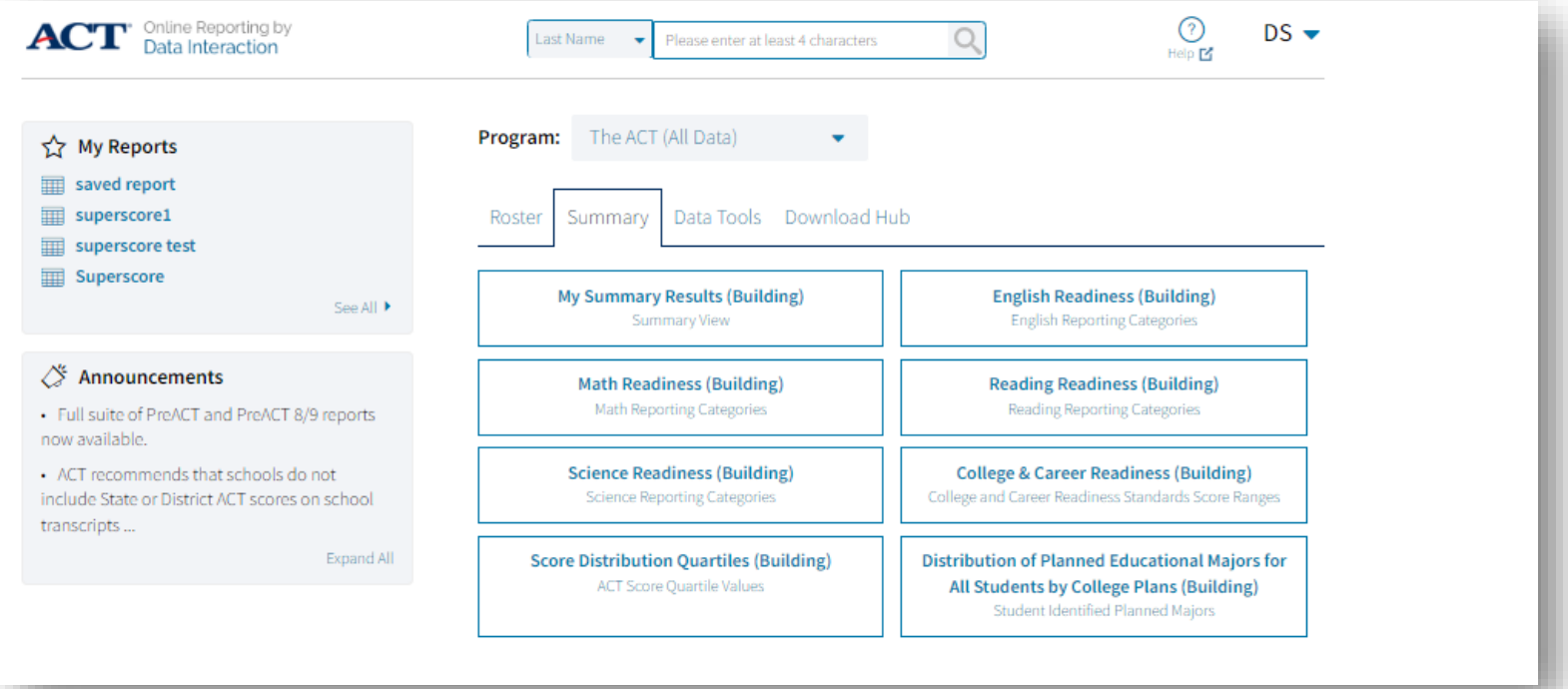
Add the data and follow-up notes to the Planning Worksheet!

ACT® College and Career Readiness Benchmarks™

SUBJECT	THE ACT TEST
English	18
Math	22
Reading	22
Science	23
ELA	20
STEM	26

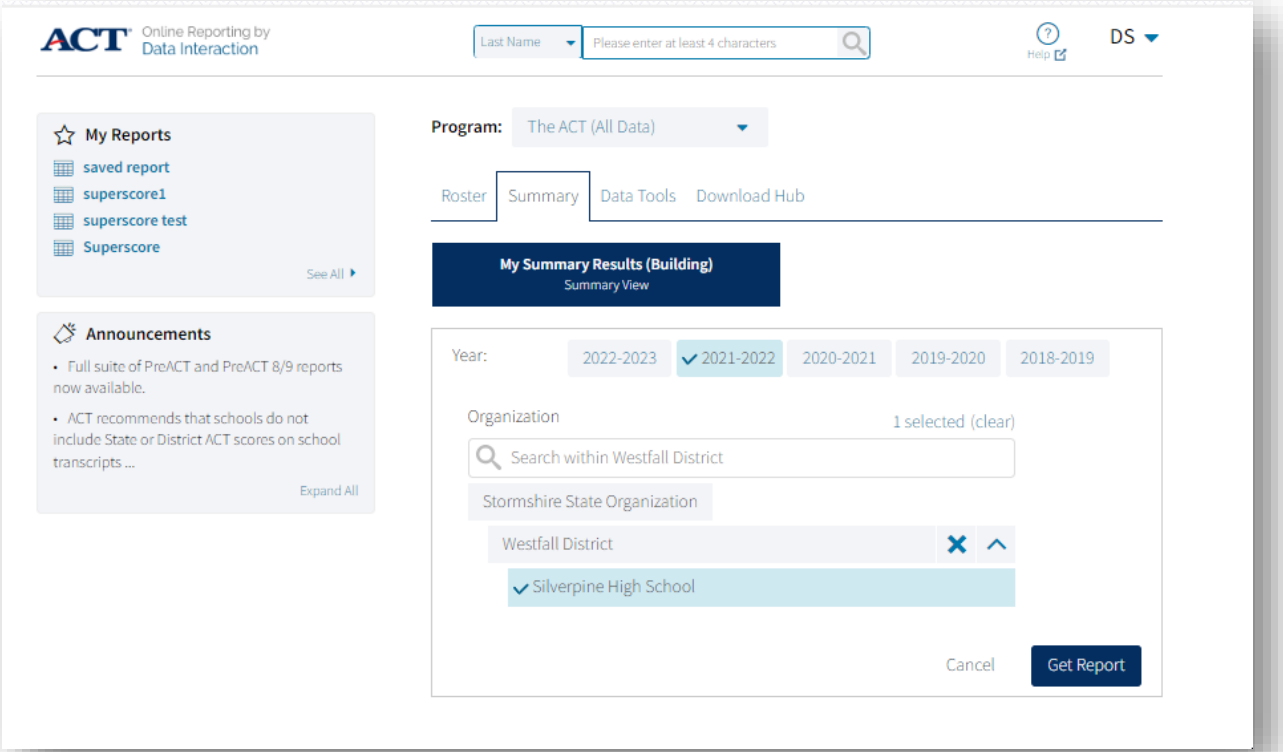
Activity 1: Let’s Find Our Superscores!

- Summary Tab=School



Activity 1: Let’s Find Our Scores!

- Summary Tab
  - Select the Year, Term, and Organization you wish to view
  - Click Get Report



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Activity 1: Let’s Find Our Scores!

- Summary View
  - Helpful Information for a Summary
    - Let’s drill down!

ACT Online Reporting by Data Interaction

Help DS

Summary View: The ACT (All Data), Silverpine High School, 2021-2022

Showing students who are College Reportable

Options Save Download Table Chart Transpose

Group	Year	Composite		Math	Science	STEM	English	Reading	Writing	ELA
		Valid Number	Mean Score	Mean Score	Mean Score	Mean Score	Mean Score	Mean Score	Mean Score	Mean Score
Silverpine High School	2021-2022	5175	24.3	23.4	24.0	23.9	24.2	25.2	7.1	23.0

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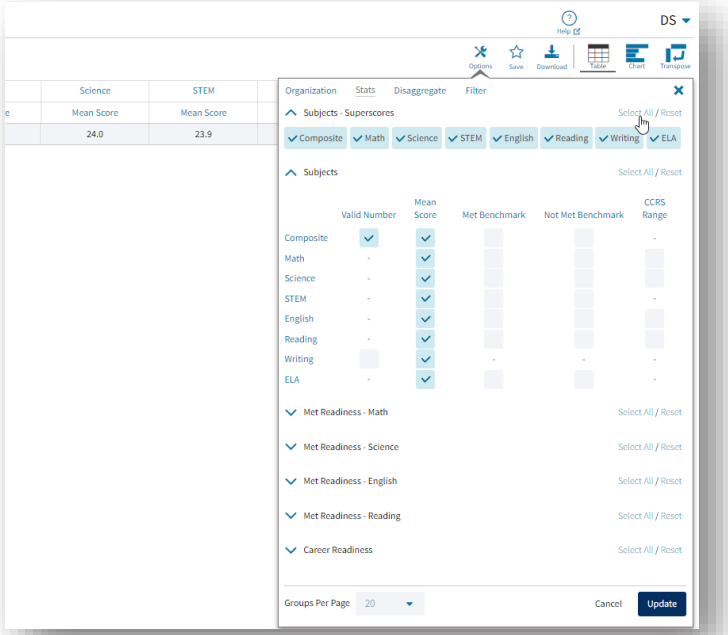
Activity 1: Let’s Find Our Scores!

- Drill Down
  - Options
    - Stats
      - Select All for Superscores
        - Update



ACT Online Reporting by Data Interaction

Summary View: The ACT (All Data), Silverpine High School, 2021-2022

Showing students who are College Reportable

Group	Year	Superscore Composite Mean Score	Superscore Math Mean Score	Superscore Science Mean Score	Superscore STEM Mean Score	Superscore English Mean Score	Superscore Reading Mean Score	Superscore Writing Mean Score	Superscore ELA Mean Score	Composite Valid Number	Composite Mean Score	Math Mean Score	Science Mean Score	STEM Mean Score	English Mean Score	Reading Mean Score	Writing Mean Score	ELA Mean Score
Silverpine High School	2021-2022	25.2	24.1	24.9	24.8	25.1	26.3	7.4	24.3	5175	24.3	23.4	24.0	23.9	24.2	25.2	7.1	23.0

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Activity 1: Let’s Find Our Scores!

- Superscores for Each ACT Subject Area (including STEM and ELA)

ACT Online Reporting by Data Interaction

Help DS

Summary View: The ACT (All Data), Silverpine High School, 2021-2022

Showing students who are College Reportable

Options Save Download Table Chart Transpose

		Superscore Composite	Superscore Math	Superscore Science	Superscore STEM	Superscore English	Superscore Reading	Superscore Writing	Superscore ELA	Composite		Math	Science	STEM	English	Reading	Writing	ELA
Group	Year	Mean Score	Mean Score	Mean Score	Mean Score	Mean Score	Mean Score	Mean Score	Mean Score	Valid Number	Mean Score	Mean Score	Mean Score	Mean Score	Mean Score	Mean Score	Mean Score	Mean Score
Silverpine High School	2021-2022	25.2	24.1	24.9	24.8	25.1	26.3	7.4	24.3	5175	24.3	23.4	24.0	23.9	24.2	25.2	7.1	23.0

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Activity 1: Let's Find Our Scores – Complete your data chart

Sheet in folder

ACT Data Planning Worksheet

Activity 1 Instructions: Pull the composite scores for an academic year. Review the composite scores to Identify Strengths and Opportunities for Improvement.

Activity 1: Composite Score (Data)		
Academic Year:		
ACT Subject Area	Mean Score (Superscore)	Mean Score
Composite		
Math		
Science		
STEM		
English		
Reading		
Writing		
ELA		

Activity 1: Data Analysis	
Strengths	
Opportunities for Improvement	
Aha Moments!	
Notes	

Add the data and follow-up notes to the Planning Worksheet!

Be Ready to Share Aha Moments!

ACT® College and Career Readiness Benchmarks™

SUBJECT	THE ACT TEST
English	18
Math	22
Reading	22
Science	23
ELA	20
STEM	26

Activity 2
ACT Subjects, Reporting Categories, and Readiness Standards

Activity 2: Let's Explore ACT College Readiness Standards and Reporting Categories!

Sheet in folder

ACT Data Planning Worksheet

Activity 2 Instructions: Pull the ACT College Readiness Standards Score Ranges and Reporting Category Scores. Review the scores to identify areas of Skill Mastery and Opportunities for Improvement.

Activity 2: College and Career Readiness Standards Score Ranges				
Academic Year:				
CCRS	English %	Math %	Reading %	Science %
33 to 36				
28 to 32				
24 to 27				
20 to 23				
16 to 19				
13 to 15				
01 to 12				

Activity 2: ACT Reporting Categories			
Academic Year:			
ACT Subject Area/Reporting Category	Number of Items	Percentage of the test	Overall Percent Met Readiness
MATH	**60**		
Preparing for Higher Math		57- 60%	
Number and Quantity		7- 10%	
Algebra		12- 15%	
Functions		12- 15%	
Geometry		12- 15%	45%
Statistics and Probability		8- 12%	
Integrating Essential Skills		40- 43%	
Modeling			
READING	**40**		
Key Ideas and Details		55- 60%	
Craft and Structure		25- 30%	
Integration of Knowledge and Ideas		13- 18%	
SCIENCE	**40**		
Interpretation of Data		45- 55%	
Scientific Investigation		20- 30%	
Evaluation of Models, Inferences, and Experimental Results		25- 35%	
ENGLISH	**75**		
Production of Writing		29- 32%	
Knowledge of Language		13- 19%	
Conventions of Standard English		51- 56%	

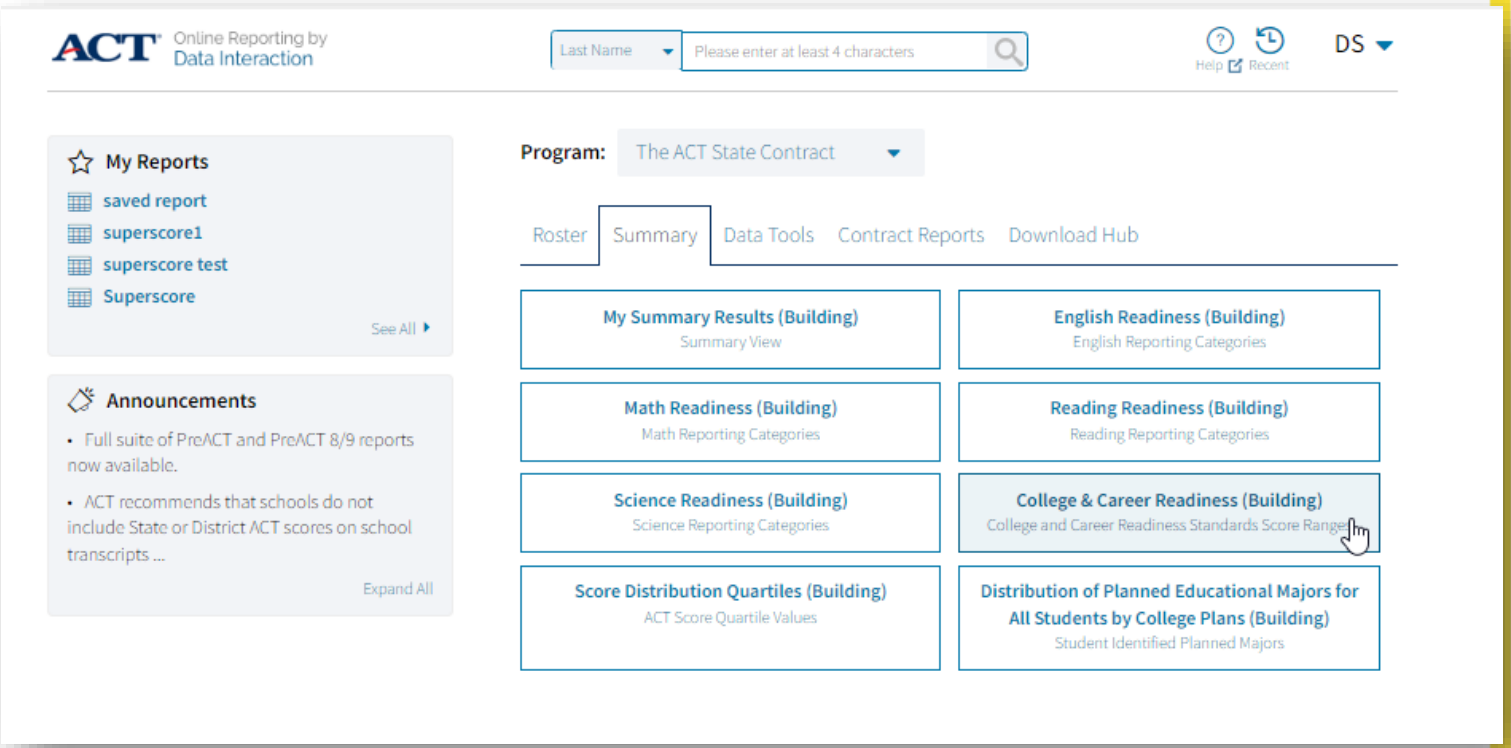
Activity 2: CCRS Score Ranges and Reporting Categories (Follow-Up)	
Strengths	
Opportunities for Improvement	
Aha Moments!	
Notes	

Add the data and follow-up notes to the Planning Worksheet!

Be Ready to Share Aha Moments!

Activity 2: Let's Explore College Readiness Standards by ACT Subject Areas!

- Utilize the College and Career Readiness Data and Explore Academic Achievement by Reporting Category
  - Note: All ACT and State Contract data are available



When pulling your data, make sure you have the data necessary to complete your *Where are We Now?* Handout.

Activity 2: Let’s Explore College Readiness Standards by ACT Subject Areas!!

ACT Online Reporting by Data Interaction

Help Recent DS

College and Career Readiness Standards Score Ranges: The ACT (All Data), Silverpine High School, 2021-2022

Showing students who are College Reportable

Options Save Download

Student Group	CCRS Range	Year	English %	Math %	Reading %	Science %
Silverpine High School	33 to 36	2021-2022	15	7	17	7
Silverpine High School	28 to 32	2021-2022	14	15	24	19
Silverpine High School	24 to 27	2021-2022	25	31	15	25
Silverpine High School	20 to 23	2021-2022	24	15	26	29
Silverpine High School	16 to 19	2021-2022	11	24	10	15
Silverpine High School	13 to 15	2021-2022	7	8	6	3
Silverpine High School	01 to 12	2021-2022	3	0	3	2

How is this information useful?

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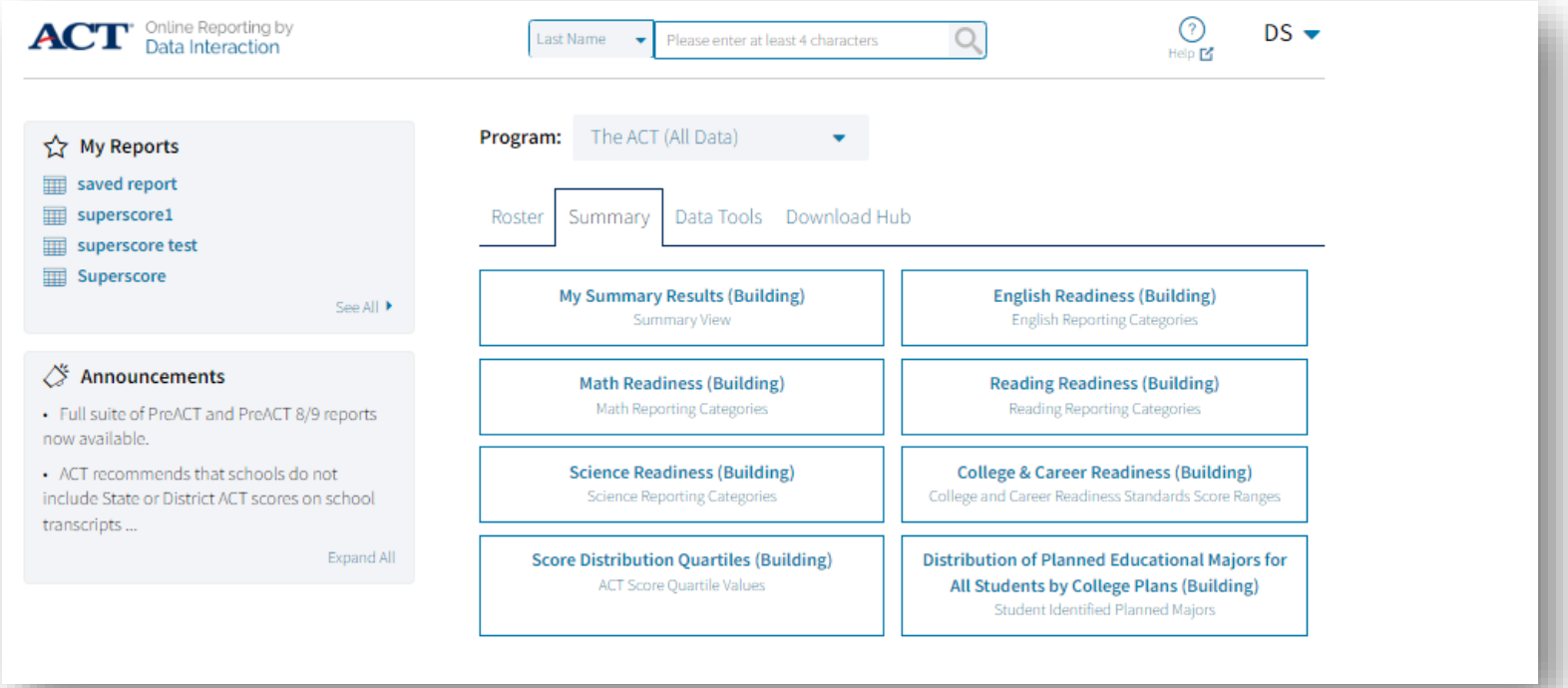
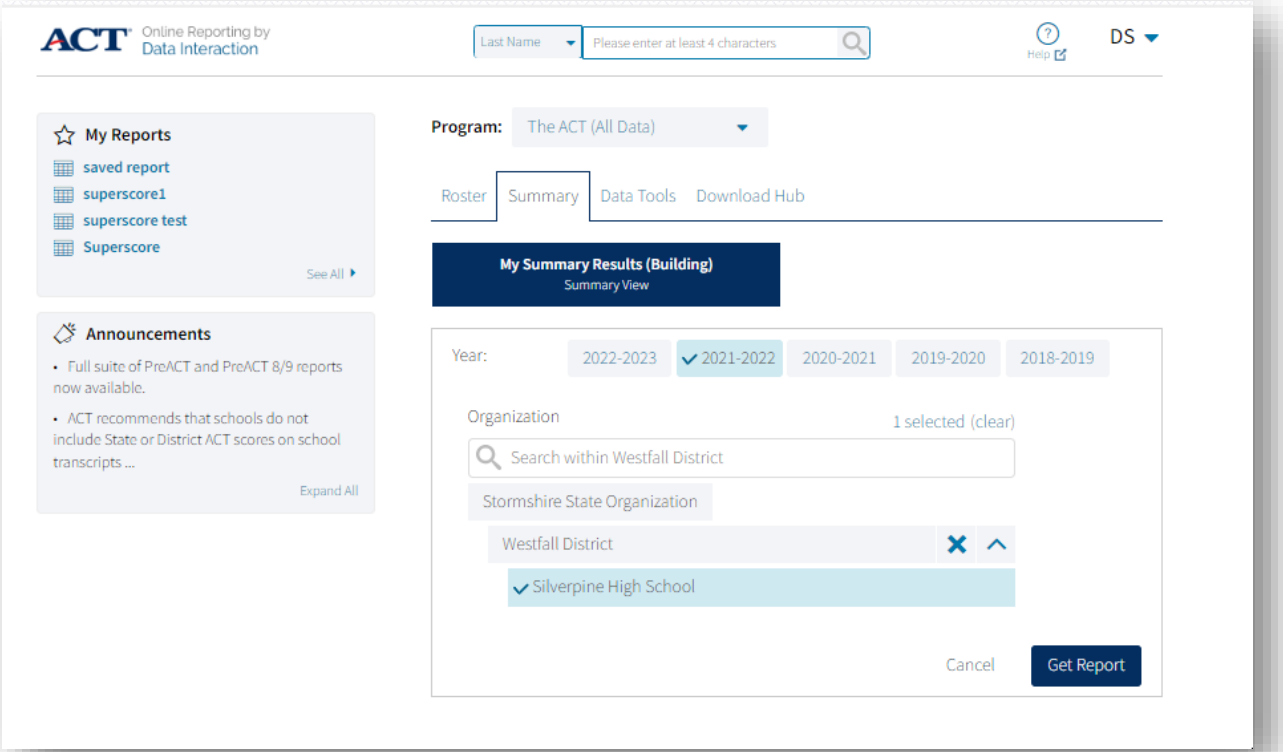
Activity 2: Let’s Explore the ACT Reporting Categories!

- Summary Tab=School



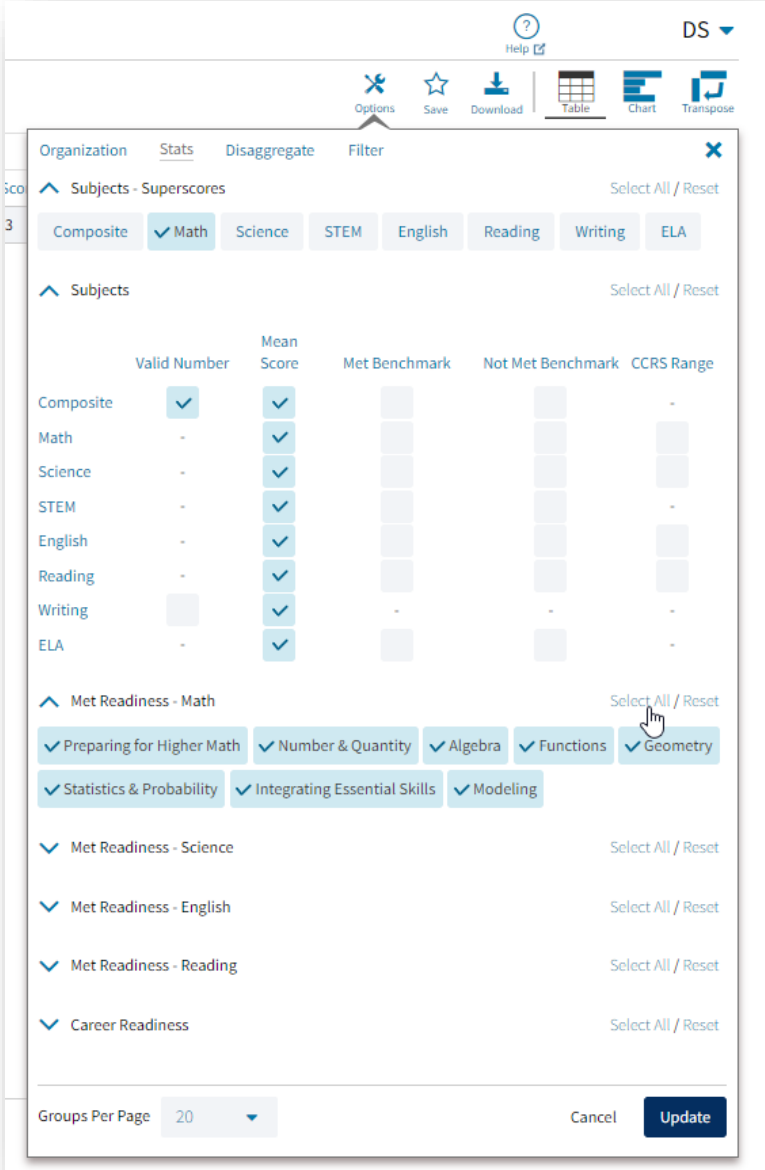
Activity 2: Let’s Explore the ACT Reporting Categories

- Summary Tab
  - Select the Year, Term, and Organization you wish to view
  - Click Get Report



Activity 2: Let’s Explore the Reporting Categories!

- Instructions: Pick an ACT Subject Area (i.e., English, Math, Reading, or Science)
- Go through the previous steps to locate the scores for the selected ACT Subject Area
  - Be sure to reset the subjects on the scores to select only one subject and select all the reporting categories.



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Activity 2: Let’s Explore the Reporting Categories!

- Review the Data

ACT Online Reporting by Data Interaction

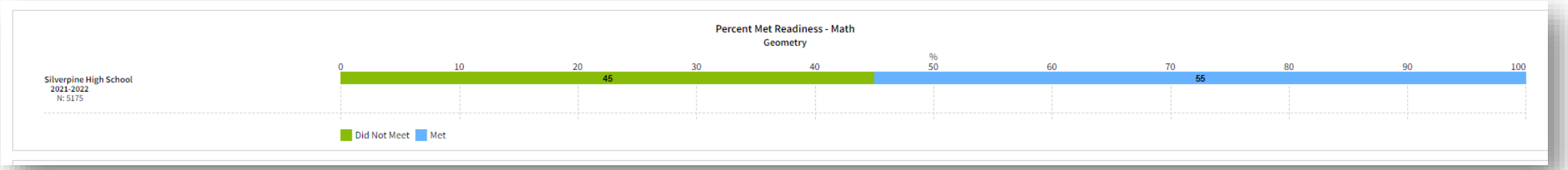
Summary View: The ACT (All Data), Silverpine High School, 2021-2022

Showing students who are College Reportable

		Math									
		Preparing for Higher Math-Readiness		Number and Quantity-Readiness		Algebra-Readiness		Functions-Readiness		Geometry-Readiness	
Group	Year	% Met	% Not Met	% Met	% Not Met	% Met	% Not Met	% Met	% Not Met	% Met	% Not Met
Silverpine High School	2021-2022	55	45	59	41	58	42	59	41	55	45

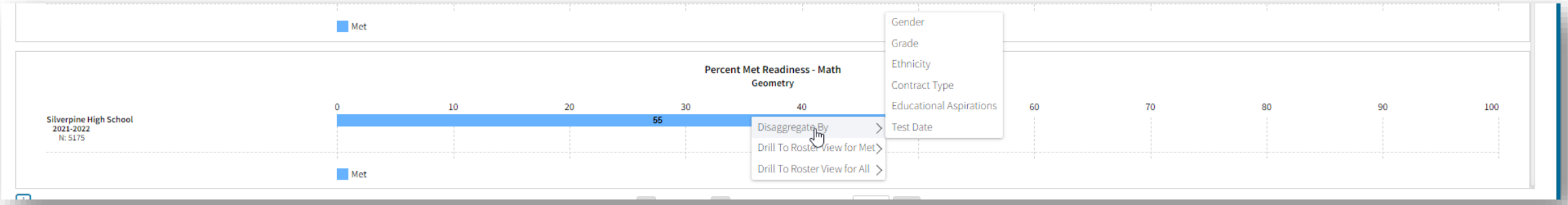
Activity 2: Let’s Explore the Reporting Categories!

- Why are students not making it in _____ area?
  - Example: Why do we only have 55% of students who met readiness in Geometry?



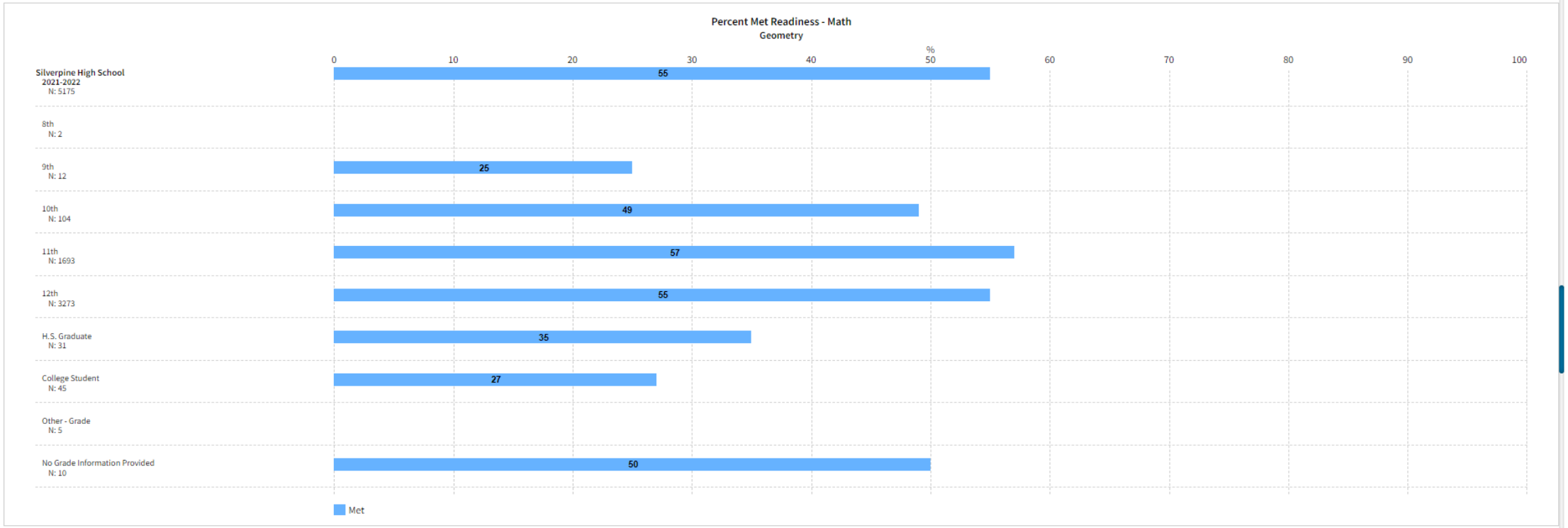
Activity 2: Let’s Explore the Reporting Categories!

- Let’s Dig In Further and Disaggregate the Data



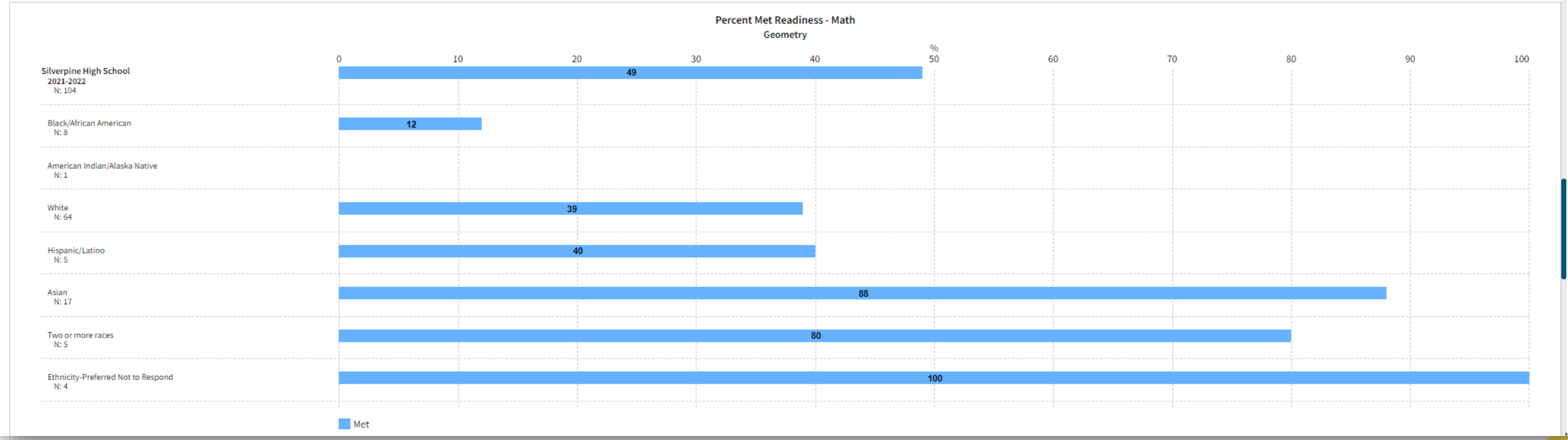
Activity 2: Let’s Explore the Reporting Categories!

- Disaggregate the Data
  - Grade



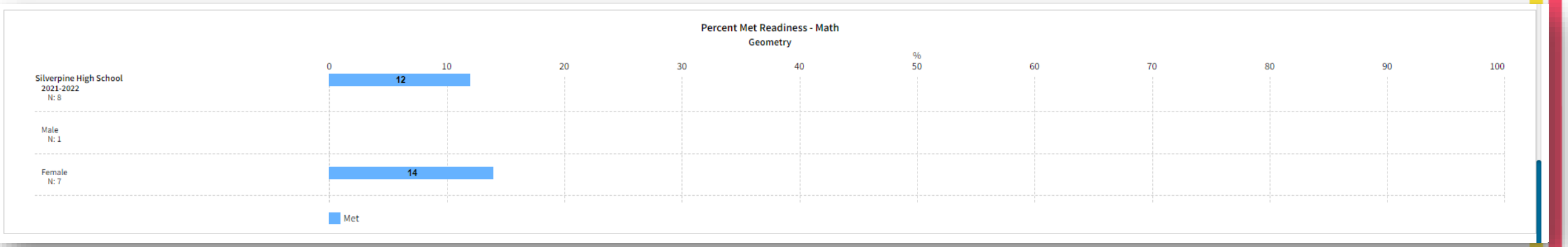
Activity 2: Let's Explore the Reporting Categories!

- Disaggregate the Data
  - Students who are 10th grade broken down by Ethnicity



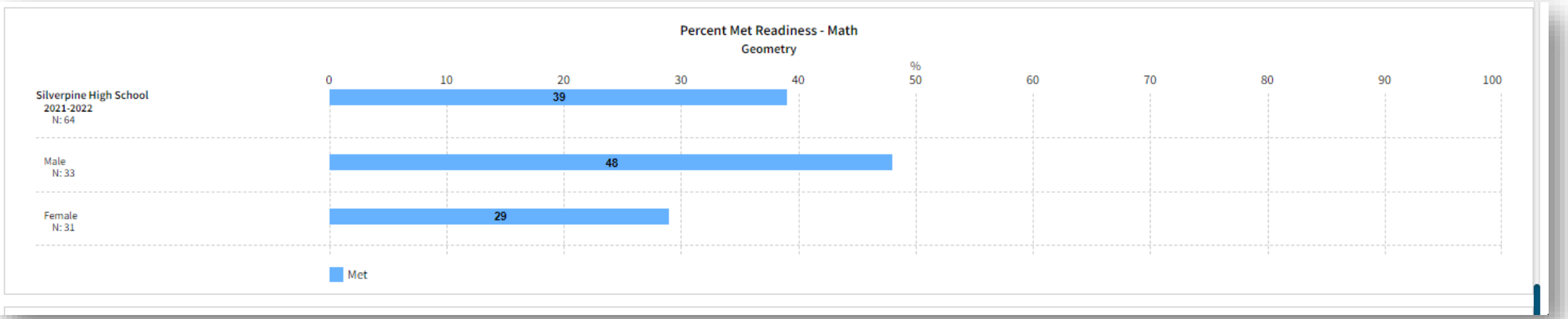
Activity 2: Let's Explore the Reporting Categories!

- Disaggregate the Data
  - Students who are in 10th grade and who are Black/African American



Activity 2: Let's Explore the Reporting Categories!

- Disaggregate the Data
  - Students who are in 10th grade and who are White



Activity 2: Let's Explore ACT College Readiness Standards and Reporting Categories!

Sheet in folder

ACT Data Planning Worksheet

Activity 2 Instructions: Pull the ACT College Readiness Standards Score Ranges and Reporting Category Scores. Review the scores to identify areas of Skill Mastery and Opportunities for Improvement.

Activity 2: College and Career Readiness Standards Score Ranges				
Academic Year:				
CCRS	English %	Math %	Reading %	Science %
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28 to 32				
24 to 27				
20 to 23				
16 to 19				
13 to 15				
01 to 12				

Activity 2: ACT Reporting Categories			
Academic Year:			
ACT Subject Area/Reporting Category	Number of Items	Percentage of the test	Overall Percent Met Readiness
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Preparing for Higher Math		57- 60%	
Number and Quantity		7- 10%	
Algebra		12- 15%	
Functions		12- 15%	
Geometry		12- 15%	
Statistics and Probability		8- 12%	
Integrating Essential Skills		40- 43%	
Modeling			
READING	**40**		
Key Ideas and Details		55- 60%	
Craft and Structure		25- 30%	
Integration of Knowledge and Ideas		13- 18%	
SCIENCE	**40**		
Interpretation of Data		45- 55%	
Scientific Investigation		20- 30%	
Evaluation of Models, Inferences, and Experimental Results		25- 35%	
ENGLISH	**75**		
Production of Writing		29- 32%	
Knowledge of Language		13- 19%	
Conventions of Standard English		51- 56%	

Activity 2: CCRS Score Ranges and Reporting Categories (Follow-Up)	
Strengths	
Opportunities for Improvement	
Aha Moments!	
Notes	

Add the data and follow-up notes to the Planning Worksheet!

Be Ready to Share Aha Moments!

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Break Time

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ACT: Communication Template for Activity 2- Reporting Categories

Sample in folder

ACT WHERE ARE WE NOW?

2021-2022 ACT Superscores for Math by Reporting Category (Percent Met)

PREPARING FOR HIGHER MATH	NUMBER AND QUANTITY	ALGEBRA	FUNCTIONS	GEOMETRY	STATISTICS AND PROBABILITY	INTEGRATING ESSENTIAL SKILLS	MODELING
55%	59%	58%	59%	55%	64%	66%	60%

REPORTING CATEGORY SPOTLIGHT: GEOMETRY

GRADE (Percent Met Readiness)

8TH GRADE	9TH GRADE	10TH GRADE	11TH GRADE	12TH GRADE
-	25%	49%	57%	55%
N=2	N=12	N=104	N=1693	N=3273

REPORTING CATEGORY SPOTLIGHT: GEOMETRY FOR SOPHOMORES

ETHNICITY

African American	Hispanic/ Latino	Two or More Races	Preferred Not to Respond
12%	40%	80%	100%
N=8	N=5	N=5	

American Indian/Alaskan Native	Asian	White
-	88%	39%
N=1	N=17	N=64

GENDER

Male	Female
58%	54%

STUDENT POPULATIONS IN NEED OF STRATEGIC SUPPORT 10th grade African American Females White Females

WHERE ARE WE HEADED? Increase percent met for Geometry to 59% for 10th grade students

Specific Insights

- Only 8% of African American female 10th grade students met the readiness standards for Geometry
- Only 39% of White female 10th grade students met the readiness standards for Geometry
- Students who were two or more races performed well in Geometry
- Over 3/4 of Asian students met the readiness standards in Geometry

ACT Supported Strategic Solutions

Collaborating with ACT to increase college readiness of students is a direct investment in student success. By providing practice tests, test prep, and professional development from the makers of the test, the district is ensuring students have access to high-quality solutions that measure their current and potential academic skill levels.

Below are recommendations for ACT Solutions that can potentially increase college readiness of students.

- **PreACT: Administer to Juniors in Fall 2023**
  - Purpose: Simulate taking the ACT test. Utilize the score reports to work on weak academic areas
- **ACT Online Prep: Provide access beginning Fall 2023**
  - Purpose: Provide structured test prep to prepare for state testing in the Spring
- **ACT District Testing: Administer to Juniors in Fall 2023**
  - Purpose: Practice taking the ACT before state testing in the Spring
- ACT Instructional Mastery
  - Purpose: Provide professional development for teachers by ACT Subject area so they can be confident n preparing students to meet college readiness standards

ACT Solution	FY23 Price	Quantity	Estimated Cost
PreACT	$16	100	$1,600
ACT Online Prep	$25.95	100	$2,595
ACT School Day Testing	$40.50	100	$4,050
ACT Instructional Mastery	$628	8	$5,024

Strategic Plan Alignment

- Creating holistic student support plans that contain strategic interventions supported by data from ACT assessment directly supports the district's strategic goal of student success.

Prepared by Ashley Buchman, Ed.D.

ACT

Activity 3
Top 10 Kids

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Activity 3: Let's Explore ACT College Readiness Standards and Reporting Categories!

- Follow the Instructions for Activity 3

Add the data and follow-up notes to the Planning Worksheet!

Sheet in folder

ACT Data Planning Worksheet

Instructions: Identify the top 10 kids. Pull the roster data for those kids (including reporting categories). Review the data to determine the readiness levels of the top performing kids.

Activity 3: Top 10 Kids										
Academic Year:										
ACT Subject Area/Reporting Category	Student 1	Student 2	Student 3	Student 4	Student 5	Student 6	Student 7	Student 8	Student 9	Student 10
Composite Score										
Math Score										
Preparing for Higher Math										
Number and Quantity										
Algebra										
Functions										
Geometry										
Statistics and Probability										
Integrating Essential Skills										
Modeling										
Reading Score										
Key Ideas and Details										
Craft and Structure										
Integration of Knowledge and Ideas										
Science Score										
Interpretation of Data										
Scientific Investigation										
Evaluation of Models, Inferences, and Experimental Results										
English Score										
Production of Writing										
Knowledge of Language										
Conventions of Standard English										

Activity 3: ACT Top 10 Kids (Follow-Up)	
Strengths	
Opportunities for Improvement	
Aha Moments!	
Notes	

Be Ready to Share Aha Moments!

Activity 3: Top 10 Kids

Purpose:

- Think of the Top 10 Kids

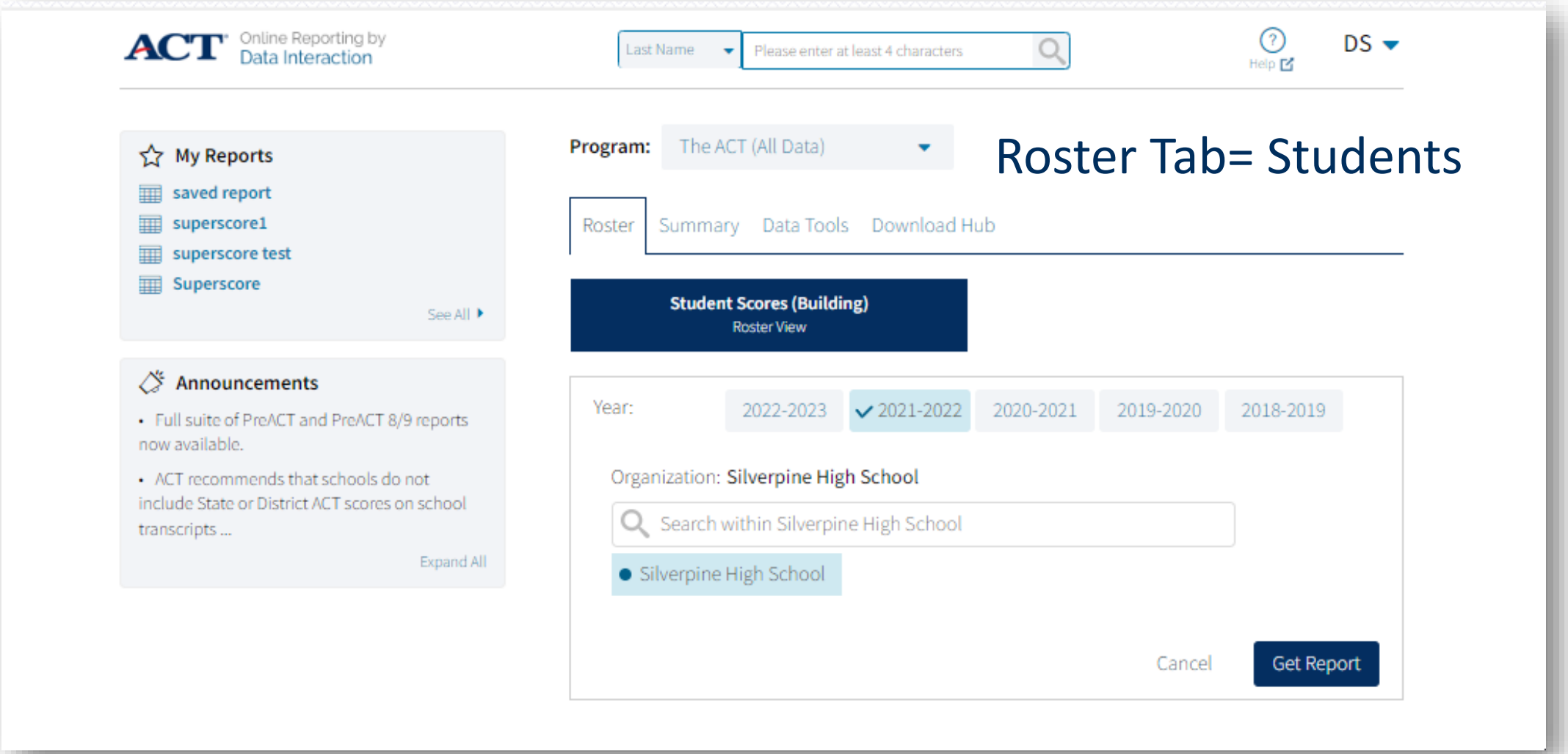
Goal:

- Review College Readiness of the Top 10 Kids

Outcome:

- Utilize the data to identify the three lowest reporting categories by ACT subject area that the top 10 kids are not performing well and focus on those for all students

Activity 3: Top 10 Kids



Activity 3: Top 10 Kids

ACT Online Reporting by Data Interaction

Help DS

Roster View: The ACT (All Data), Silverpine High School, 2021-2022

Showing students who are College Reportable

Options Save Download Roster Student

ACT ID	Last Name	First Name	MI	Test Date	DOB	Composite Score	Math Score	Science Score	STEM Score	English Score	Reading Score
99921354	Doe	John000	D	September 2021	12/31/2005	25	23	25	24	21	31
99990894	Doe	John000	D	September 2021	12/29/2003	29	27	27	27	33	30
99968780	Doe	John001	D	September 2021	02/01/2005	25	24	24	24	24	27
99972786	Doe	John001	D	September 2021	05/18/2004	28	27	25	26	27	32
99988629	Doe	John002	D	September 2021	12/31/2003	27	26	25	26	29	27
99976646	Doe	John002	D	September 2021	06/20/2004	28	26	30	28	32	24
99926839	Doe	John003	D	September 2021	11/08/2005	33	35	35	35	30	33
99918926	Doe	John003	D	September 2021	06/11/2004	30	27	29	28	33	32
99916257	Doe	John004	D	September 2021	03/10/2004	25	27	27	27	20	25
99958285	Doe	John004	D	September 2021	11/13/2003	27	26	25	26	26	30
99905082	Doe	John004	D	September 2021	11/11/2004	13	14	11	13	13	12
99998612	Doe	John006	D	September 2021	03/31/2005	27	26	29	28	27	27
99935752	Doe	John006	D	September 2021	04/20/2005	23	24	24	24	20	24
99914855	Doe	John006	D	September 2021	09/26/2003	28	21	31	26	27	33
99956658	Doe	John006	D	September 2021	06/10/2004	20	16	20	18	21	21
99985913	Doe	John007	D	September 2021	01/02/2004	18	18	20	19	19	16
99948558	Doe	John007	D	September 2021	06/04/2004	27	24	31	28	25	29
99977687	Doe	John008	D	September 2021	08/04/2003	14	15	17	16	13	11
99914962	Doe	John008	D	September 2021	02/25/2004	30	30	31	31	29	30
99902459	Doe	John009	D	September 2021	04/16/2004	21	17	22	20	23	21

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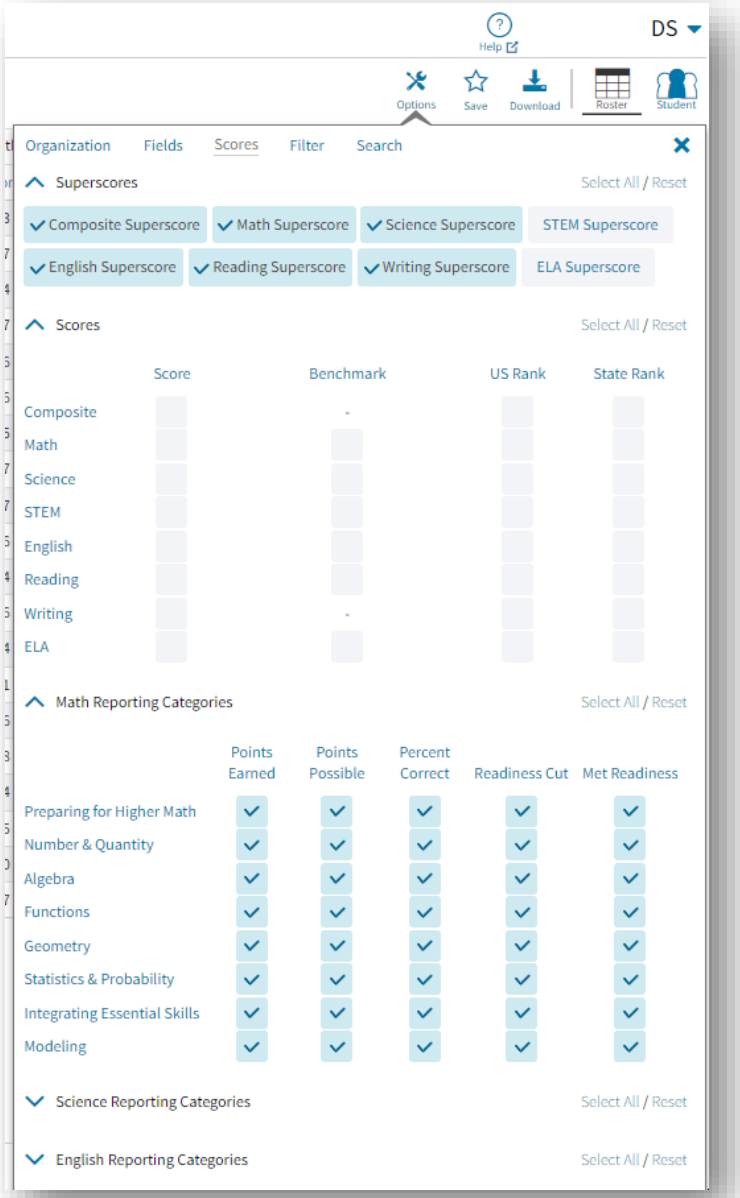
Activity 3: Top 10 Kids

- Instructions: Pick 10 students
- Go to the Options Tab
  - Scores> Reset> Select All> Deselect ELA and Writing> Update

Look at your TOP 10 KIDS handout and make sure that you get the necessary information in your report to complete the handout.



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Activity 3: Top 10 Kids

- Instructions: Pick 10 students and download the file

ACT Online Reporting by Data Interaction

Help DS

Roster View: The ACT (All Data), Silverpine High School, 2021-2022

Showing students who are College Reportable

Search: Last Name contains 'Doe'

Options Save Download Roster Student

	Math																											Science	STEM	English	Reading
			Functions					Geometry					Statistics & Probability					Integrating Essential Skills					Modeling								
ACT ID	adiness Lower Bound	Readiness	Points Earned	Points Possible	Percent Correct	Readiness Lower Bound	Readiness	Points Earned	Points Possible	Percent Correct	Readiness Lower Bound	Readiness	Points Earned	Points Possible	Percent Correct	Readiness Lower Bound	Readiness	Points Earned	Points Possible	Percent Correct	Readiness Lower Bound	Readiness	Points Earned	Points Possible	Percent Correct	Readiness Lower Bound	Readiness	Score	Score	Score	Score
99921354	55	Not Ready	4	8	50	47	Ready	3	8	38	45	Not Ready	4	6	67	47	Ready	17	24	71	62	Ready	13	21	62	58	Ready	25	24	21	31
99990894	55	Ready	7	8	88	47	Ready	3	8	38	45	Not Ready	5	6	83	47	Ready	18	24	75	62	Ready	18	21	86	58	Ready	27	27	33	30
99968780	55	Ready	1	8	13	47	Not Ready	3	8	38	45	Not Ready	4	6	67	47	Ready	18	24	75	62	Ready	14	21	67	58	Ready	24	24	24	27
99972786	55	Ready	7	8	88	47	Ready	4	8	50	45	Ready	1	6	17	47	Not Ready	21	24	88	62	Ready	17	21	81	58	Ready	25	26	27	32
99988629	55	Ready	6	8	75	47	Ready	5	8	63	45	Ready	2	6	33	47	Not Ready	18	24	75	62	Ready	15	21	71	58	Ready	25	26	29	27
99976646	55	Ready	4	8	50	47	Ready	5	8	63	45	Ready	4	6	67	47	Ready	19	24	79	62	Ready	16	21	76	58	Ready	30	28	32	24
99926839	55	Ready	8	8	100	47	Ready	6	8	75	45	Ready	6	6	100	47	Ready	22	24	92	62	Ready	21	21	100	58	Ready	35	35	30	33
99918926	55	Ready	7	8	88	47	Ready	6	8	75	45	Ready	5	6	83	47	Ready	18	24	75	62	Ready	15	21	71	58	Ready	29	28	33	32
99916257	55	Ready	7	8	88	47	Ready	3	8	38	45	Not Ready	4	6	67	47	Ready	19	24	79	62	Ready	17	21	81	58	Ready	27	27	20	25
99905082	55	Not Ready	1	8	13	47	Not Ready	2	8	25	45	Not Ready	3	6	50	47	Ready	3	24	13	62	Not Ready	5	21	24	58	Not Ready	11	13	13	12
99958285	55	Not Ready	4	8	50	47	Ready	5	8	63	45	Ready	5	6	83	47	Ready	21	24	88	62	Ready	17	21	81	58	Ready	25	26	26	30
99998612	55	Ready	5	8	63	47	Ready	4	8	50	45	Ready	3	6	50	47	Ready	19	24	79	62	Ready	14	21	67	58	Ready	29	28	27	27
99935752	55	Ready	2	8	25	47	Not Ready	5	8	63	45	Ready	4	6	67	47	Ready	15	24	63	62	Ready	10	21	48	58	Not Ready	24	24	20	24
99914855	55	Not Ready	4	8	50	47	Ready	0	8	0	45	Not Ready	4	6	67	47	Ready	16	24	67	62	Ready	14	21	67	58	Ready	31	26	27	33
99956658	55	Not Ready	2	8	25	47	Not Ready	1	8	13	45	Not Ready	0	6	0	47	Not Ready	13	24	54	62	Not Ready	6	21	29	58	Not Ready	20	18	21	21
99985913	55	Not Ready	3	8	38	47	Not Ready	0	8	0	45	Not Ready	1	6	17	47	Not Ready	15	24	63	62	Ready	9	21	43	58	Not Ready	20	19	19	16
99948558	55	Not Ready	6	8	75	47	Ready	2	8	25	45	Not Ready	3	6	50	47	Ready	19	24	79	62	Ready	11	21	52	58	Not Ready	31	28	25	29
99977687	55	Not Ready	1	8	13	47	Not Ready	4	8	50	45	Ready	4	6	67	47	Ready	6	24	25	62	Not Ready	9	21	43	58	Not Ready	17	16	13	11
99914962	55	Ready	7	8	88	47	Ready	6	8	75	45	Ready	4	6	67	47	Ready	22	24	92	62	Ready	19	21	90	58	Ready	31	31	29	30
99902459	55	Not Ready	1	8	13	47	Not Ready	3	8	38	45	Not Ready	1	6	17	47	Not Ready	14	24	58	62	Not Ready	14	21	67	58	Ready	22	20	23	21

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Activity 3: Top 10 Kids

Roster View: The ACT (All Data), Silverpine High School, 2022-2023
Showing students who are College Reportable

ACT ID	Last Name	First Name	MI	Last Updated (CT)	Test Date	DOB	Composite Score
99976992	Doe	John359	D	12/31/2022	October 2022	01/08/2005	34
99990229	Doe	John577	D	12/31/2022	October 2022	07/08/2005	32
99991321	Doe	John661	D	12/31/2022	October 2022	07/08/2005	31
99903430	Doe	John075	D	12/31/2022	October 2022	04/17/2006	30
99997918	Doe	John204	D	12/31/2022	October 2022	07/20/2005	30
99964064	Kay	Mary731	A	12/31/2022	October 2022	02/03/2005	30
99991367	Doe	John603	D	12/31/2022	October 2022	03/15/2005	29
99952587	Doe	John658	D	12/31/2022	October 2022	08/17/2005	29
99978539	Kay	Mary292	A	12/31/2022	October 2022	05/06/2005	29
99942344	Doe	John128	D	12/31/2022	October 2022	03/05/2005	28
99941269	Doe	John295	D	12/31/2022	October 2022	10/15/1997	28
99959692	Doe	John479	D	12/31/2022	October 2022	03/04/2005	28
99961903	Doe	John980	D	12/31/2022	October 2022	09/07/2004	28
99917797	Kay	Mary816	A	12/31/2022	October 2022	04/05/2005	28
99938672	Kay	Mary845	A	12/31/2022	October 2022	11/27/2004	28

Activity 3: Let's Explore ACT College Readiness Standards and Reporting Categories!

Sheet in folder

ACT Data Planning Worksheet

Instructions: Identify the top 10 kids. Pull the roster data for those kids (including reporting categories). Review the data to determine the readiness levels of the top performing kids.

Activity 3: Top 10 Kids										
Academic Year:										
ACT Subject Area/Reporting Category	Student 1	Student 2	Student 3	Student 4	Student 5	Student 6	Student 7	Student 8	Student 9	Student 10
Composite Score										
Math Score										
Preparing for Higher Math										
Number and Quantity										
Algebra										
Functions										
Geometry										
Statistics and Probability										
Integrating Essential Skills										
Modeling										
Reading Score										
Key Ideas and Details										
Craft and Structure										
Integration of Knowledge and Ideas										
Science Score										
Interpretation of Data										
Scientific Investigation										
Evaluation of Models, Inferences, and Experimental Results										
English Score										
Production of Writing										
Knowledge of Language										
Conventions of Standard English										

Activity 3: ACT Top 10 Kids (Follow-Up)	
Strengths	
Opportunities for Improvement	
Aha Moments!	
Notes	

Add the data and follow-up notes to the Planning Worksheet!

Be Ready to Share Aha Moments!

ACT: Communication Template for Activity 3- Top 10 Kids

Sample in folder

ACT

TOP 10 KIDS: HOW ARE THEY PERFORMING?

2021-2022 ACT Superscores for Top 10 KIDS (Percent Met)

COMPOSITE	ENGLISH	MATH	READING	SCIENCE	STEM	ELA
55%	59%	58%	59%	55%	64%	66%

TOP REPORTING CATEGORY BY ACT SUBJECT

Percent Meeting Readiness Standards

English	Math	Reading	Science
-	25%	49%	57%
CATEGORY	CATEGORY	CATEGORY	11TH GRADE

LOWEST REPORTING CATEGORY BY ACT SUBJECT

English	Math	Reading	Science
12%	12%	40%	80%
ADD CATEGORY	ADD CATEGORY	ADD CATEGORY	CATEGORY

STUDENT POPULATIONS IN NEED OF STRATEGIC SUPPORT

10th grade — African American Females — White Females

WHERE ARE WE HEADED?

Increase percent met for Geometry to 59% for 10th grade students

Specific Insights

- African American Females and White females are not performing as high as other ethnicities
- English scores align with English GPAs for the sample population

ACT Supported Strategic Solutions

Collaborating with ACT to increase college readiness of students is a direct investment in student success. By providing practice tests, test prep, and professional development from the makers of the test, the district is ensuring students have access to high-quality solutions that measure their current and potential academic skill levels.

Below are recommendations for ACT Solutions that can potentially increase college readiness of students.

- **PreACT: Administer to Juniors in Fall 2023**
  - Purpose: Simulate taking the ACT test. Utilize the score reports to work on weak academic areas
- **ACT Online Prep: Provide access beginning Fall 2023**
  - Purpose: Provide structured test prep to prepare for state testing in the Spring
- **ACT District Testing: Administer to Juniors in Fall 2023**
  - Purpose: Practice taking the ACT before state testing in the Spring

ACT Solution	FY23 Price	Quantity	Estimated Cost
PreACT	$16	100	$1,600
ACT Online Prep	$25.95	100	$2,595
ACT School Day Testing	$40.50	100	$4,050

Strategic Plan Alignment

- Creating holistic student support plans that contain strategic interventions supported by data from ACT assessment directly supports the district's strategic goal of student success.

Prepared by Ashley Buchman, Ed.D.

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PreACT 8/9 and PreACT Data crosswalk to OLR

PreACT and PreACT 8/9 Paper Report Item	ACT Online Reporting Equivalent	ACT Online Reporting Location
Individual Student Score Report	Individual Student Score Report	1. Select Student Scores from the Roster Tab 2. If needed select the appropriate school 3. Select the Student Icon in upper right corner or click on a student's Last Name from the Roster View
Student List Report (No longer printed and shipped)	Student Scores	Select Student Scores from the Roster Tab
Item Response Summary (No longer printed and shipped)	Item Response Summary	Select Item Response Summary from the Summary Tab
Early Intervention Rosters (No longer printed and shipped)	Early Intervention Rosters	Select Early Intervention Rosters from the Roster Tab
Educator Reports (No longer printed and shipped)		
• What was the frequency of our student scores?	My Summary Results	Select My Summary Results from the Summary Tab. You can also create a frequency distribution for composite or subject-specific scores under the Data Tools tab.
• Percent of students in National Quartiles	Local Quartile	Select Local Quartile from the Summary Tab.
• Do our student scores differ by Ethnic and Gender group?	Average Scores by Ethnicity and Gender	Select Average Scores by Ethnicity and Gender from the Summary Tab.

ACT Online Reporting
PreACT and PreACT 8/9 Reports

• Do our student's scores differ by the courses they have taken or are currently taking?	Average Scores (by Subject) Course Pattern	Select Average Scores by (Subject) Course Pattern from the Summary Tab
• On Track for College Core Coursework?	Average Scores by On Track for Core Coursework Status	Select Average Scores by On Track for Core Coursework Status from the Summary Tab
• How do our student's Composite scores and coursework plans relate to their educational plans?	Average Composite Score and Coursework Plans by Educational Plans	Select Average Composite Score and Coursework Plans by Educational Plans from the Summary Tab
• How do our student's Composite scores and coursework plans relate to their expressed needs for help?	Average Composite Score and Coursework Plans by Expressed Needs for Help	Select Average Composite Score and Coursework Plans by Expressed Needs for Help from the Summary Tab
• How do our student's scores, coursework plans, and educational plans relate to their career interests?	Students Scores, Coursework Plans and Educational Plans by Career Interest	Select Students Scores, Coursework Plans and Educational Plans by Career Interest from the Summary Tab
• How did our students respond to local items?	How did our students respond to local items?	Select How did our students respond to local items? from the Summary Tab
Data File	Student Records	Select Download Hub tab to request files and queued pdfs of other reports.

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How did my 10th graders do on PreACT this year compared to their PreACT 8/9 taken last year?

Group	Year	Composite	Math					
			Mean Score	% Met	% Not Met	% On Target	% On the Cusp	% In Need of Intervention
9th grade last year	2021-2022	15.5	16.6	33	67	33	16	51
PreACT 10	2022-2023	16	16	16	84	16	13	71

Science					
Mean Score	% Met	% Not Met	% On Target	% On the Cusp	% In Need of Intervention
15.9	26	74	26	16	58
15.8	22	78	22	14	64

English					
Mean Score	% Met	% Not Met	% On Target	% On the Cusp	% In Need of Intervention
12.9	50	50	50	18	32
13.8	40	60	40	21	39

Reading					
Mean Score	% Met	% Not Met	% On Target	% On the Cusp	% In Need of Intervention
16.4	40	60	40	13	47
17.8	37	63	37	14	49

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How does my junior class this year compare to my junior class from last year?

Comparison of this year's juniors Cohort 2024 to last year's juniors Cohort 2023								
ACT								
		Composite		Math	Science	STEM	English	Reading
Group	Year	Valid Number	Mean Score	Mean Score	Mean Score	Mean Score	Mean Score	Mean Score
Juniors last year	2021-2022	509	17.2	16.8	17.9	17.6	16.1	17.5
Juniors this year	2022-2023	434	17.6	16.8	18.5	17.9	16.6	17.9

Composite Trend Data

Group	Year	Composite Mean Score	Math Mean Score	Science Mean Score	English Mean Score	Reading Mean Score
[redacted]	2022-2023	17.6	16.9	18.2	16.8	17.9
[redacted]	2021-2022	17.9	17.3	18.5	17.1	18.3
[redacted]	2020-2021	17	16.9	17.6	16.1	17.1
[redacted]	2019-2020	19.3	18.8	19.7	18.5	19.7
[redacted]	2018-2019	18.2	18	18.6	17.1	18.5

Tracking Student/School Progress

The ACT: English Example
Diagnostic Data by Performance Level

Power of Writing

	Beginner	18 Basic	Intermediate	Proficient	Advanced	Expert
	Score Range 13–15	Score Range 16–19	Score Range 20–23	Score Range 24–27	Score Range 28–32	Score Range 33–36
Topic Development in Terms of Purpose and Focus (TOD)	TOD 201. Delete material because it is obviously irrelevant in terms of the topic of the essay	TOD 301. Delete material because it is obviously irrelevant in terms of the focus of the essay	TOD 401. Determine relevance of material in terms of the focus of the essay TOD 402. Identify the purpose of a word or phrase when the purpose is straightforward (e.g.,	TOD 501. Determine relevance of material in terms of the focus of the paragraph TOD 502. Identify the purpose of a word, phrase, or sentence when the purpose is fairly straightforward (e.g.,	TOD 601. Determine relevance when considering material that is plausible but potentially irrelevant at a given point in	TOD 701. Ic the pu a word phrase senten the pu compl anticip reader
II	I	IIIII	IIIII I	IIIII	I
Michael Tameka	Amy	Kathryn David Derrick Jameson Gavin	Owen Matt Angela John Patrick Zavier	Lily Emily Jason Jenna Kenzi	Carly

Data charting (Mucking) taken from *Hooked on Data: The Classroom Teacher's Guide to Making Data Analysis Easy,* by Sherry L. Reed, The Master Teacher, Inc., 2006.

Complete by entering % Correct from Online filtered report	ACT Connected System of Assessments: Benchmarking and Progress Tracker *Enhanced by Item Response Summary Report from PreACT 8/9 and PreACT														
Subject = Mean Score (PreACT(s) benchmarked by administration season) Reporting Categories = % correct or N/A (items in try-out this form)	2020 - 21					2021 - 22					2022 - 23				
	Pre 8* 5	Pre 9* 5	Pre 10* 5	ACT 11	ACT 12	Pre 8* 5	Pre 9* 5	Pre 10* 5	ACT 11	ACT 12	Pre 8* 5	Pre 9* 5	Pre 10* 5	ACT 11	ACT 12
English	11	13	15	18	18	11	13	15	18	18	11	13	15	18	18
Production of Writing															
Knowledge of Language															
Conventions of Standard English															
Reading	16	18	20	22	22	16	18	20	22	22	16	18	20	22	22
Key Ideas and Details															
Craft and Structure															
Integration of Knowledge and Ideas															
Math	16	18	19	22	22	16	18	19	22	22	16	18	19	22	22
Preparing for Higher Math															
PHM - Number and Quantity															
PHM - Algebra															
PHM - Functions															
PHM - Geometry															
PHM – Statistics and Probability															

Connected Progress Tracker

Whole School Data

Complete by entering:	ACT Connected System of Assessments: Benchmarking and Pr									
	*Enhanced by Item Response Summary Report from PreACT 8/9/10									
Subject = Mean Score (PreACT(s) benchmarked by administration season)	2018 - 19					2019 - 20				
Reporting Categories = % correct or N/A (items in try-out this form)	Pre 8*	Pre 9*	Pre 10*	ACT 11	ACT 12	Pre 8*	Pre 9*	Pre 10*	ACT 11	ACT 12
	S	S	S			S	S	S		
Math	16	18	19	22	22	16	18	19	22	22
	15.75	16	19.5			17.25	17.8	19	23	
Preparing for Higher Math	67	58	78			67	73	58	81	
PHM - Number and Quantity	100	88	95			100	100	88	95	
PHM - Algebra	61	66	75			61	68	66	80	
PHM - Functions	83	75	88			83	83	75	88	
PHM - Geometry	33	33	51			33	51	42	67	
PHM – Statistics and Probability	40	38	51			40	40	38	51	
Integrating Essential Skills	50	50	69			50	50	50	69	
Modeling	40	42	58			40	40	42	58	
Science	18	19	20	23	23	18	19	20	23	23
	16.15	18	21.25			16.15	18	19	23.78	
Interpretation of Data	67	76	88			67	67	76	88	
Scientific Investigation	76	65	88			76	76	65	88	
Evaluation of Models/Inferences	67	88	95			67	67	88	95	

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Student Progress Tracker

Individual Student Tracker

Complete by entering:	Student:					
Subject = Mean Score (PreACT(s) benchmarked by administration season)						Notes:
Reporting Categories = % correct or N/A (items in try-out this form)	Pre 8*	Pre 9*	Pre 10*	ACT 11	ACT 12	8th: I was surprised by the .....
	S	S	S			
Math	16	18	19	22	22	
	19	19	20			
Preparing for Higher Math	61	58	67			9th: My Geometry improved, but my Prob and Stats dropped
PHM - Number and Quantity	100	93	93			
PHM - Algebra	67	67	67			
PHM - Functions	83	83	83			10th Geometry!!
PHM - Geometry	33	45	65			
PHM – Statistics and Probability	40	35	45			
Integrating Essential Skills	50	50	55			
Modeling	40	40	50			11th
Science	18	19	20	23	23	
	17	18	20			
Interpretation of Data	64	64	76			
Scientific Investigation	83	83	83			
Evaluation of Models/Inferences	50	58	67			Take-Aways for Post-Secondary Plans:
STEM	20	22	24	26	26	

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PRE-ACT/ ACT Diagnostic Data Analysis

School Name:
PLC Names:

List the lowest performing reporting category(categories) for each teacher. Then, highlight the lowest reporting category the PLC has in common. This will become the PLC priority category.			
TEACHER NAMES	Reporting Category Demonstrating Lowest Performance	Reporting Category Demonstrating Next Lowest Performance	Any Other additional Problems worth mentioning?

List from the test Specific Questions/Question Types you want to utilize in upcoming lessons. (copy & paste feature is available.)			
Reporting Category – HIGHEST NEED	Questions that posed problems for students	Reporting Category- NEXT HIGHEST NEED	Questions that posed problems for students

Action Plan for Bridging Gaps	
Discuss how & when you/your PLC will plan and provide instruction in areas of need. When planning, consider how you will integrate this into your existing content.	
HIGHEST NEED ACTION PLAN:	

HOW & WHEN?	
2nd HIGHEST NEED ACTION PLAN: HOW & WHEN?	

Guiding Questions for Developing an ACT Action Plan

Thinking of your current state, reflect on the following questions and what is currently in place.

- In 2022-2023, are you offering an ACT prep course? What is the certification of the instructor of the ACT prep class(es)? Which grade do students take this course? Is it mandatory for all students and how is the curriculum identified?
- Are you embedding ACT Prep only into core teachers' classes? Do you want to include elective teachers?
- What are you currently doing with WorkKeys? Are there identified teachers that prep students for WorkKeys?
- What training or preparation around ACT has been done with any of your teachers?
- Have you used ACT Curriculum Worksheets in planning, standards to differentiate what is being done at each grade level/subject? For which subjects?
- Describe who analyzes your ACT and PreACT data and how this information is shared and communicated to your leadership team, both school and district curriculum, instruction, and assessment teams?
- How is data communicated to your other stakeholders, parents, and teachers? Are they familiar with different ACT Prep options available through myACT.org and www.act.org?
- How do students get information and feedback around their scores? Who does this?
- Which grade would you like to begin supporting students for ACT?
- Which ACT solutions are already being used by Caddo Parish and in which grades?
- Describe what you believe is currently being done in a classroom around ACT?
- Do you have access to the ACT Online Reporting site (Success.act.org)? Do your principals? Do your teachers?
- Looking through some of your data sources, what do you notice as trends over time regarding:
  - College and Career Readiness
  - Subtest Scores overall and within populations
  - Past 2 years of Reporting Category areas
  - When reviewing test breakdowns, which area(s) is most heavily weighted? How did students perform in those heavily weighted area(s)?
  - What are your areas of need in English, math, reading, and science? Can you narrow the focus to 3 areas for each tested area? What are next steps to improve instruction for those areas? What does that look like?

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ACTion Planning

Creating an ACT Action Plan

Having thought about the guiding questions and answers, create an ACT action plan that includes grades 9-12. Consider how will you use your data, the resources available, when/where you will implement any changes, and how you will monitor/track your plan. Below are some examples of data and resources you may have in place or have access to.

- PreACT data (8th,9th, and 10th grades)
- ACT data, district and school profile reports
- Pre and Post ACT Practice Test data
- District ACT Testing
- Embedding instructional materials into the curriculum
- AOP – ACT Online Prep program
- AIM Training

While each school may formulate their own plans per subject and grade level, PLEASE ENSURE THAT SUBJECT LEVEL TEACHERS AND GRADE LEVEL TEACHERS DO NOT OVERLAP PRACTICE AND PRACTICE TESTING MATERIALS.

Grade Level	**Describe current plans for ACT preparation and interventions.**	**How will you monitor these plans? What data will you use to evaluate if what you are doing is having an impact? Elaborate on how these incremental checks will be done.**
9th		
10th		
11th		
12th		

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Sample Needs Assessment

Instructional Excellence and Alignment: Intentional and strategic work that empowers all learners to reach the next level of learning and achievement towards college and career readiness.

Data/Information Available – Denote all USED and all NEEDED	What is evident from this data source? Do we see trends in certain populations? (content, grade level, and subgroup)	Indicate if this is a strength or an area of improvement	Underlying Cause of Strength or area of improvement	Funding source being utilized within this area (How much did you invest in this area?)	Will you continue to fund this area based on results?
ACT **Pre-ACT** **WorkKeys**	Present prediction A.I. is 30.0.	A.O.I. 19-20 school year ended early due to the pandemic and our A.I. was 34.2 18-19 year was 58.3	-Low participation rate of seniors taking the exam in advance of the March statewide requirement. -Lack of student participation in ACT Prep courses and Saturday/after school sessions. -Literacy deficits and access to academic courses of rigor (Algebra II, Chemistry, DE) prior to testing.	**8200.00 ACT** Title I Bootcamp/Student reimbursement/PreACT Testing/ *ACT Educator Training (3) teachers-spring 2020	Yes. 25% of the SPS H.S. quadrant is based on our student achievement aligned with ACT/Workkeys testing. This quadrant represents **college and career readiness** of our students. ***1st Time Initiatives** • ***Tested 50 10th graders during an ACT approved school day test in April.** • ***Administered the PreACT to all 9th and 10th graders in May of 2021 to establish a baseline for first-time testers.**

Objective: By the end of the school year, the index of the ACT quadrant will increase to _____.

Instructional Excellence and Alignment: Intentional and strategic work that empowers all learners to reach the next level of learning and achievement towards college and career readiness. There is a commitment to implementing high quality curricula and standards aligned assessments resulting in a learning environment filled with quality experiences that are research based and empower learners to think critically and problem solve.

Activities: (Complete continuous improvement plan below)

Activities	Resources	Projected Cost	Funding Source	Persons Responsible	Evidence of Monitoring Progress	Timeline/ Completion Date	Measuring Final Outcomes	Next Steps
The ILT will conduct walkthroughs with a focus on. student writing and student ownership to monitor and support implementation of Tier 1 instruction throughout LEAP 2025 courses.	LEAP 2025 Guidebooks, Eureka, Scope & Sequences			Admins, PLC Facilitators, Instructional Coach	Benchmarks, Formative checks, IGPs, Leap 2025 Clusters Evidence of student written responses from walkthrough and cluster work	Monthly share out of walkthroughs during ILT	Benchmarks, Interims, LEAP 2025	Analyze student work through ILT and Core. Determine next steps in writing based on the quality of the student's work. What does the work show as both the student and teacher needs? How does writing demonstrate student thinking?
The ILT will establish a focus on reading informational texts and responding in writing in non LEAP 2025 courses. Work in ILT will be used to support learning in CCP	ACT Standards ACE Training			Admins, PLC Facilitators, Instructional coach & mentors	PLC meetings--evidence of student written responses	focus bi-weely meetings PLC meetings during early dismissals	Benchmarks (when fits), teacher created assessments, ACT practice responses	PD aligned to the needs of ACT--ACT crosswalk documents. Building rigorous texts within various subjects
Subject specific administrators will establish cluster focus determining	Achievement level	LEAP 2025 standards.		Admins, cluster	Alignment of student work	Weekly	LEAP 2025 results (growth/VAM)	Creating student models from our campus that are aligned to each

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		2021-2022		
Responsibility	Evidence of Monitoring Progress	Timeline/ Completion	Measuring Final Outcomes	Next Steps
Secondary Team, Admins, TC, MT, and Content Leaders	Walkthroughs with Admin team as well as with Principals during breakout meetings. PLC participation and monitoring with the PLC Admin. around the identified reporting category; Priority visits of LEAP courses. Evaluate school walkthroughs to determine if it monitors these processes.	Ongoing	Growth in overall assessment index from 87 to 93; track quarterly benchmark data using reporting categories and ALD question groups to track focus from Diagnostic throughout Benchmark to LEAP; growth in standards(LEAP reporting category)	Secondary team create long range plan for PD for English, math, science and social studies; -district PLC team, on-site coaching schedule, admin training, achievement level descriptors. Begin looking at how this process can look in CTE courses.
Secondary Team, Admins, TC, MT	High School Assessment Plan; tracking of student progress on identified standards or reporting categories	ongoing	Data analysis at SDD and early dismissal; increased test scores	Develop 2021-2022 Assessment plan during Benchmark writing; Administer diagnostics first week of school; support PLC admin with analyzing data with monitoring process. District PLC meetings will focus on building teacher capacity to use ALDs to provide feedback to students based on the student's AL goal.
Secondary Team, Admins, TC, Mt	District Walkthroughs focused on monitoring instructional shifts to scientific practices and phenomenon based instruction; Teacher made assessment aligned to ALDS	ongoing	LEAP and benchmark scores	Provide new learning to admins on Biology ALD and instructional shifts; Preview Inquiry hub curriculum flow; schedule focused walkthroughs and analysis of teacher made assessments aligned to ALDS; Work with teachers that are piloting Open SciEd; Continue to provide opportunities for all science teachers to become familiar with resources available to support them
Secondary team	Quarterly data share at breakout meetings with a focus on subgroup data;supervisors have subgroup data share discussions with their admins	ongoing	Increase in academic index and Subgroup SPS	Plan HS breakout sessions to incorporate analyzing subgroup data into quarterly data shares
Schools in conjunction with secondary supervisors.	data from PLCs shared at breakout meetings ; Benchmarks where applicable	Ongoing	Data analysis using using ACT portal	develop a process to monitor progress of ACT embedded in class/content instruction
Secondary Supervisors & Director	District Walkthroughs; data tracking and sharing	Ongoing	increase in the number of NCRCs earned as well as the number of higher level NCRCs earned	Continue Business and Industry recogniiton of NCRC; continue work with Chamber of Commerce and Economic Development. Continue providing feedback during district walkthrough's; Use of Work Keys Prep curriculum in classes; continued

Sample in folder

Sample Needs Assessment

Instructional Excellence and Alignment: To increase opportunities for students through TOPS, Dual Enrollment, Course Credit, and Scholarships by increasing the ACT quadrant from _____ to _____.

Data/Information Available – Denote all USED and all NEEDED	What is evident from this data source? Do we see trends in certain populations? (content, grade level, and subgroup)	Indicate if this is a strength or an area of improvement	Underlying Cause of Strength or area of improvement	Funding source being utilized within this area (How much did you invest in this area?)	Will you continue to fund this area based on results?

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ACT Professional Services

ACT® Professional Services

- ACT content Areas – English, Math, Reading, Science
- ACT and PreACT Data Workshops
- Teaching and Learning*
- SEL Workshops

*Teaching and Learning Workshops include:

- Anchoring Your Curriculum
- Rigorous and Relevant Instruction
- Strengthening Formative Assessment and Feedback
- Strengthening Performance Assessment

CCRW CHARTING A COURSE TO STUDENT SUCCESS

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https://www.act.org/content/dam/act/unsecured/documents/learning/Learning-and-Professional-Services-Professional-Development-Catalog.pdf

ACT INSTRUCTIONAL MASTERY (AIM)

For secondary school teachers preparing students to take the ACT test; also offered to schools, school systems, and educator organizations

- Topics: Courses in each of the ACT subject tests (English, math, reading, science, and writing)
- Time: A 12-hour program per course, presented live by an ACT expert; typically delivered over two six-hour days
- Format options: Online/virtual and onsite/in-person formats, with a maximum of 30 participants for each the course
- **Key learning objective:** Providing educators with the skills most critical for successful student preparation for the ACT test

Sample Course Agenda in folder

Teacher Support

Spring 2024

$659 PER VIRTUAL COURSE

ACT Instructional Mastery Virtual AIM Courses

Onsite Trainings are Available to Fit YOUR Schedule

February Evenings Sessions (4 evenings)			
Dates	**Session**	**Time**	**Registration Deadline**
February 5-8	English	4:30 p.m. – 7:30 p.m.	January 19, 2024
February 5-8	Math	4:30 p.m. – 7:30 p.m.	January 19, 2024
February 12-15	Reading	4:30 p.m. – 7:30 p.m.	January 26, 2024
February 12-15	Science	4:30 p.m. – 7:30 p.m.	January 26, 2024
March Weekday Sessions			
Dates	**Session**	**Time**	**Registration Deadline**
March 18-19	English	9:00 a.m. – 3:30 p.m.	March 1, 2024
March 18-19	Math	9:00 a.m. – 3:30 p.m.	March 1, 2024
March 20-21	Reading	9:00 a.m. – 3:30 p.m.	March 1, 2024
March 20-21	Science	9:00 a.m. – 3:30 p.m.	March 1, 2024
May Evening Sessions (4 evenings)			
Dates	**Session**	**Time**	**Registration Deadline**
May 6-9	English	4:30 p.m. – 7:30 p.m.	April 19, 2024
May 6-9	Math	4:30 p.m. – 7:30 p.m.	April 19, 2024
May 13-16	Reading	4:30 p.m. – 7:30 p.m.	April 26, 2024
May 13-16	Science	4:30 p.m. – 7:30 p.m.	April 26, 2024

BENEFITS OF PARTICIPATION

- In-depth look at content covered in reporting categories
- Teaching Strategies
- Enhanced ACT Prep Course Instruction
- Creates an In-House Test Prep Talent Pool

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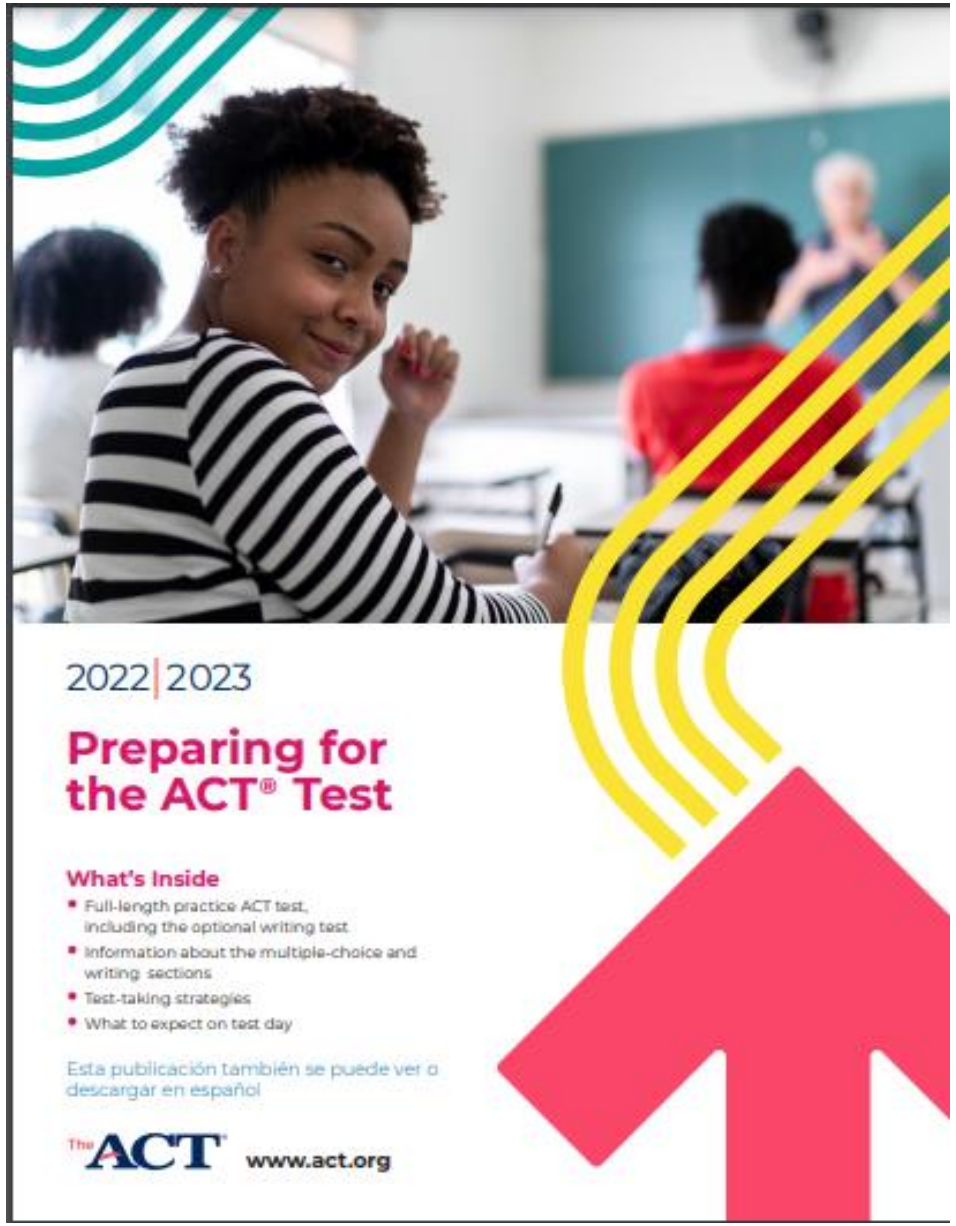
SCAN THE QR CODE TO VIEW AIM AGENDAS BY SUBJECT

Copy in folder



Preparing for the ACT© Test *(link)*

Contents

Preparing for the ACT® Test 1

A Message to Students 2

Overview of the ACT 2

Test-Taking Strategies 3

Prohibited Behavior at the Test Center 5

Content of the ACT Sections 6

Taking the Practice Tests 10

Practice Multiple-Choice Sections 11

Practice Writing Test 52

Practice Answer Document 55

Scoring Your Tests 63

Review in advisory or English class

Review in content classes

ACT® 2023 COLLEGE AND CAREER READINESS WORKSHOP

THEIR JOURNEY MANY PATHS

ACT Online Prep

- **Target Grade:** 10th-11th grades
- **Purpose (Students):** Assist students with increasing their academic knowledge in the ACT subject areas
- **Alternative Purpose (Teachers):** Purchase licenses for teachers to use the curriculum to teach whole group lessons in the classroom with students or in intervention groups
- **Follow-Up Activities**: Discuss areas of difficulty with the student and create a study plan

Benefits of ACT Online Prep

ACT Online Prep provides you:

- A short-form ACT test to get started
- A personalized learning path
- Tools to track your progress
- Daily goals to help you stay on target
- Flashcards customized for your review needs
- A game center to further test your knowledge
- Full-length practice tests to simulate the actual exam
- A free mobile app

AOP implementation is highly effective when used this way as part of a classroom curriculum!

ACT® Online Prep™

https://www.act.org/content/act/en/products-and-services/act-online-prep-schools.html

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Professional Development

ACT Professional Services

Anchoring Your Curriculum	This workshop focuses on understanding the connection between the ACT College and Career Readiness Standards and the ACT test as well as using the ACT data reports to understand the current level of performance of students in your school. It will also lead you into a focused process of ACT Standards alignment to your curriculum.
PreACT and The ACT Data: Stronger Together	This workshop focuses on developing an understanding of the major data points connecting PreACT and the ACT and using the predictive value of the PreACT in determining strengths and areas of focus. It also assists in the creation of SMART goals based on the ACT school-level predictive data.
The ACT and Your Data	This workshop provides a review of the foundational test structure to promote better understanding of data use and develops an understanding of the current level of the ACT performance in your school to develop focused next steps to shift student outcomes.
The PreACT and Your Data	This workshop reviews PreACT foundational test structure, analyzes your PreACT data for strengths and opportunities and supports improvement planning with next steps and future actions based on the review of your PreACT data.
ACT WorkKeys and WorkKeys Curriculum	This workshop focuses on prep strategies to prepare students for the WorkKeys test and provides guidance on how to embed National Career Readiness Certification knowledge and skills into daily course content.

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Closing…Next Steps

- Get with your principal/district leaders to see if there is an ACT ACTion plan. If there is one, make sure it includes opportunities to obtain student and school data (PreACT and District Testing) and that it has a systematic plan to review and utilize the data.
- If there is no plan, use your outline to work with your principal/district leaders to create one.
- Find out the trusted agent for your campus/district and obtain access to the OLR system
- Utilize the data you have about your students/school, to identify actionable steps based on the opportunities for improvement and success
- Share your thoughts and ideas with the colleagues on your campus or in your district
- Contact me at 225-571-5590 for any help, guidance, or questions you may have

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Question Time

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Mia Edwards, ACT

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Upcoming Workshops

- **LA ACT Summit – January 30 – Feb 1**
  Pennington Biomedical – Baton Rouge

- **Spring Roadshow – February 29**
  Board of Regents – Baton Rouge

LEARN MORE ABOUT
ACT SOLUTIONS

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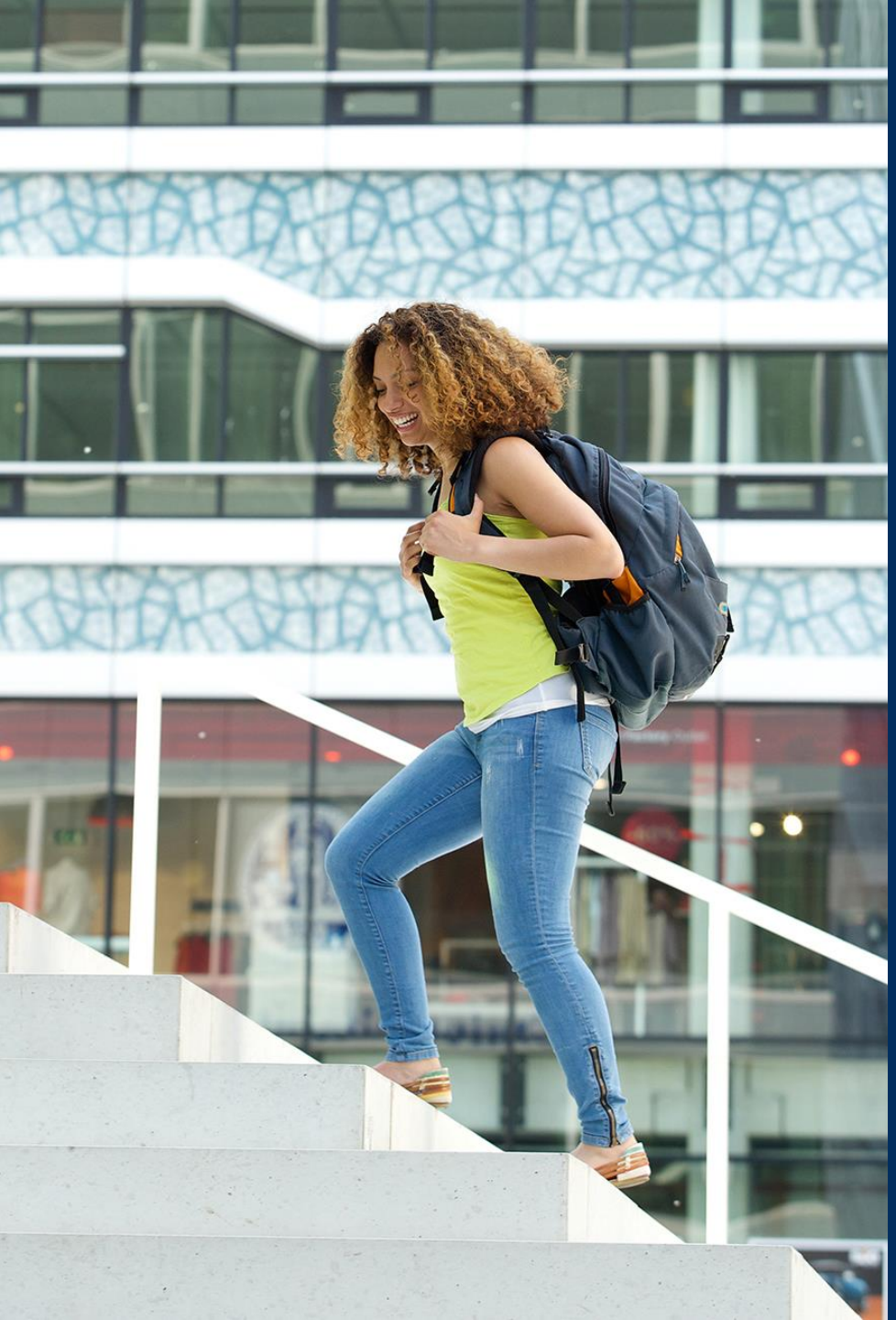

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