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# Connecting Data to Systemic Improvement, Classroom Instruction, and Student Success

Instructional Support Workshop

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# OUR MISSION

Helping people achieve education and workplace success



# OUR VALUES

Excellence

Diversity

Leadership

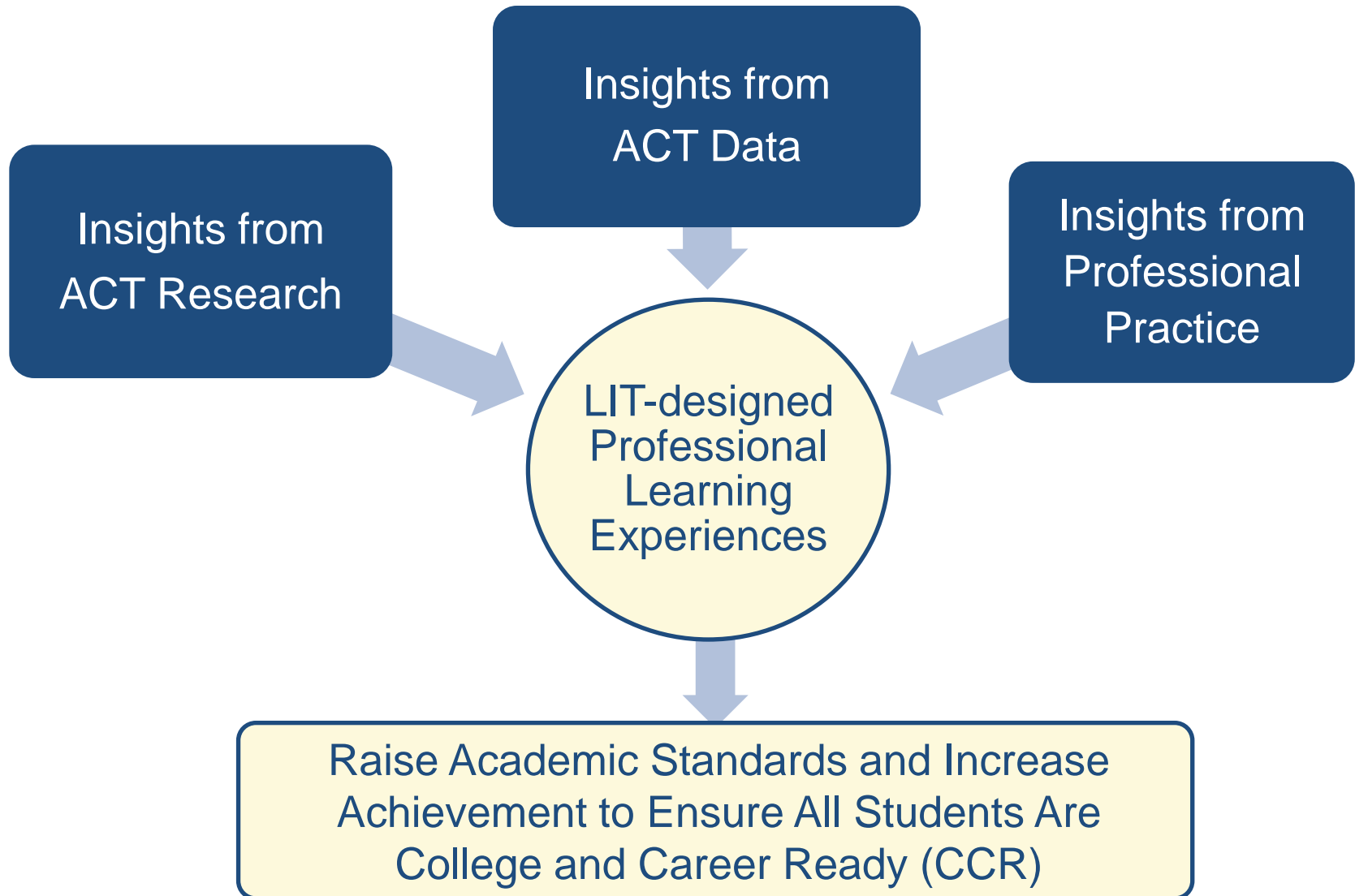
Empowerment

Learning

Sustainability

# ACT Learning Insights Team

What We Do



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# Workshop Objectives

## Introduction

- Describe ACT's definition of college readiness
- Explain ACT's K–Career Continuum and the role of each assessment
- Identify key characteristics of the assessments
- Understand the Core Practice Framework as a way to organize your efforts
- Develop insights about curriculum, instruction, and interventions at the district, school, and classroom levels.

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## Introduction

College and Career Readiness

What does College and Career  
Readiness mean to you?

# ACT's K-Career Continuum



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## ACT's Definition of College Readiness

College Readiness is the level of preparation a student needs to be equipped to **enroll and succeed – without remediation – in a credit-bearing, first-year course** at a two-year or four-year institution, trade school, or technical school.

[www.act.org/commoncore](http://www.act.org/commoncore)

# Preparation for College and Career

Prepare **all** students for success, no matter which path they choose after graduation.

In the next decade, *nearly two-thirds* of new jobs created in the U.S. will require some post-secondary education or considerable on-the-job training.

## COLLEGE AND WORKFORCE TRAINING READINESS

### Ready for College and Ready for Work: Same or Different?

#### Executive Summary

Results of a new ACT study provide empirical evidence that, whether planning to enter college or workforce training programs after graduation, high school students need to be educated to a comparable level of readiness in reading and mathematics. Graduates need this level of readiness if they are to succeed in college-level courses without remediation and to enter workforce training programs ready to learn job-specific skills.

We reached this conclusion by:

- Identifying the level of reading and mathematics skills students need to be ready for entry-level jobs that require less than a bachelor's degree, pay a wage sufficient to support a family, and offer the potential for career advancement
- Comparing student performance on ACT tests that measure workforce readiness with those that measure college readiness
- Determining if the levels of performance needed for college and workforce readiness are the same or different

The study results convey an important message to U.S. high school educators and high school students: We should be educating all high school students according to a common academic expectation, one that prepares them for both postsecondary education and the workforce. Only then—whether they are among the two-thirds who enter college directly after graduation or those who enter workforce training programs—will they be ready for life after high school.

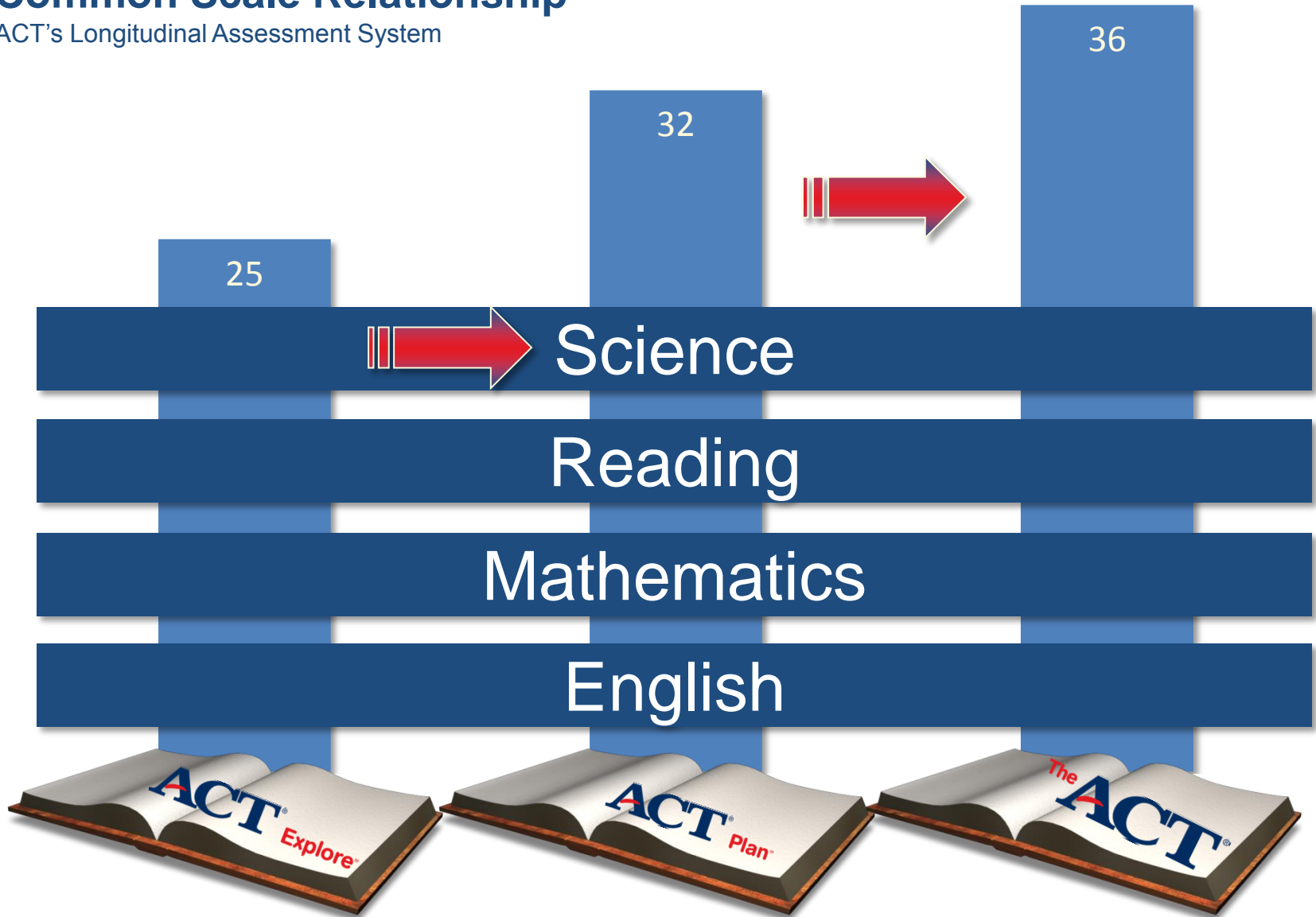
Although the contexts within which these expectations are taught and assessed may differ, the level of expectation for all students must be the same. Anything less will not give high school graduates the foundation of academic skills they will need to learn additional skills as their jobs change or as they change jobs throughout their careers. The results of this study provide ample evidence that we must move the agenda for high school redesign in a direction that will prepare *all* students for success no matter which path they choose after graduation.

ACT<sup>®</sup>

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# Common Scale Relationship

ACT's Longitudinal Assessment System

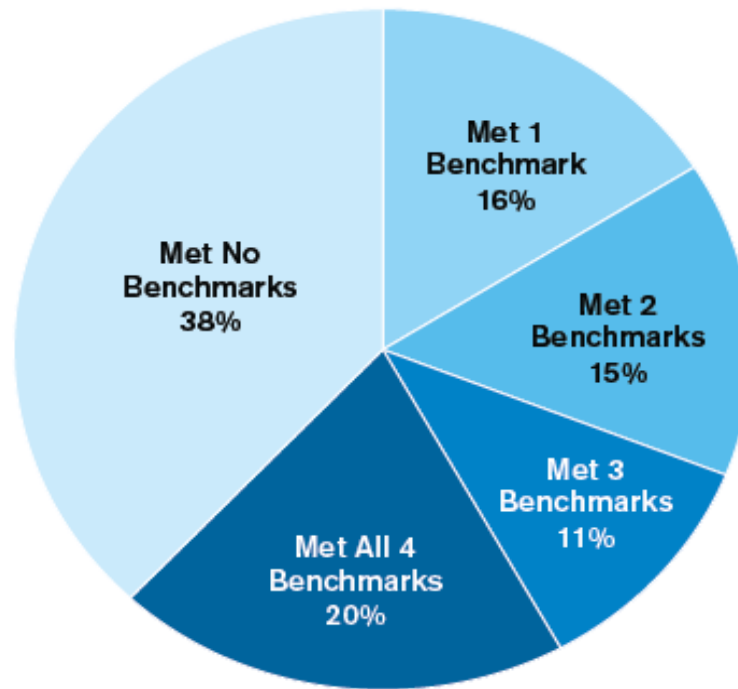


## ACT's College Readiness Benchmarks

Test	College Course	ACT <sup>®</sup> Explore <sup>®</sup>		ACT <sup>®</sup> Plan <sup>®</sup>	The ACT <sup>®</sup>
		8 <sup>th</sup> Grade	9 <sup>th</sup> Grade		
English	English Composition	13	14	15	18
Math	College Algebra	17	18	19	22
Reading	Social Sciences	16	17	18	22
Science	Biology	18	19	20	23

- Empirically derived
- 50% likelihood of achieving a B or higher or about a 75% likelihood of achieving a C or higher in the corresponding credit-bearing college course

## Percent of 2013 ACT-Tested High School Graduates by Number of ACT College Readiness Benchmarks Attained



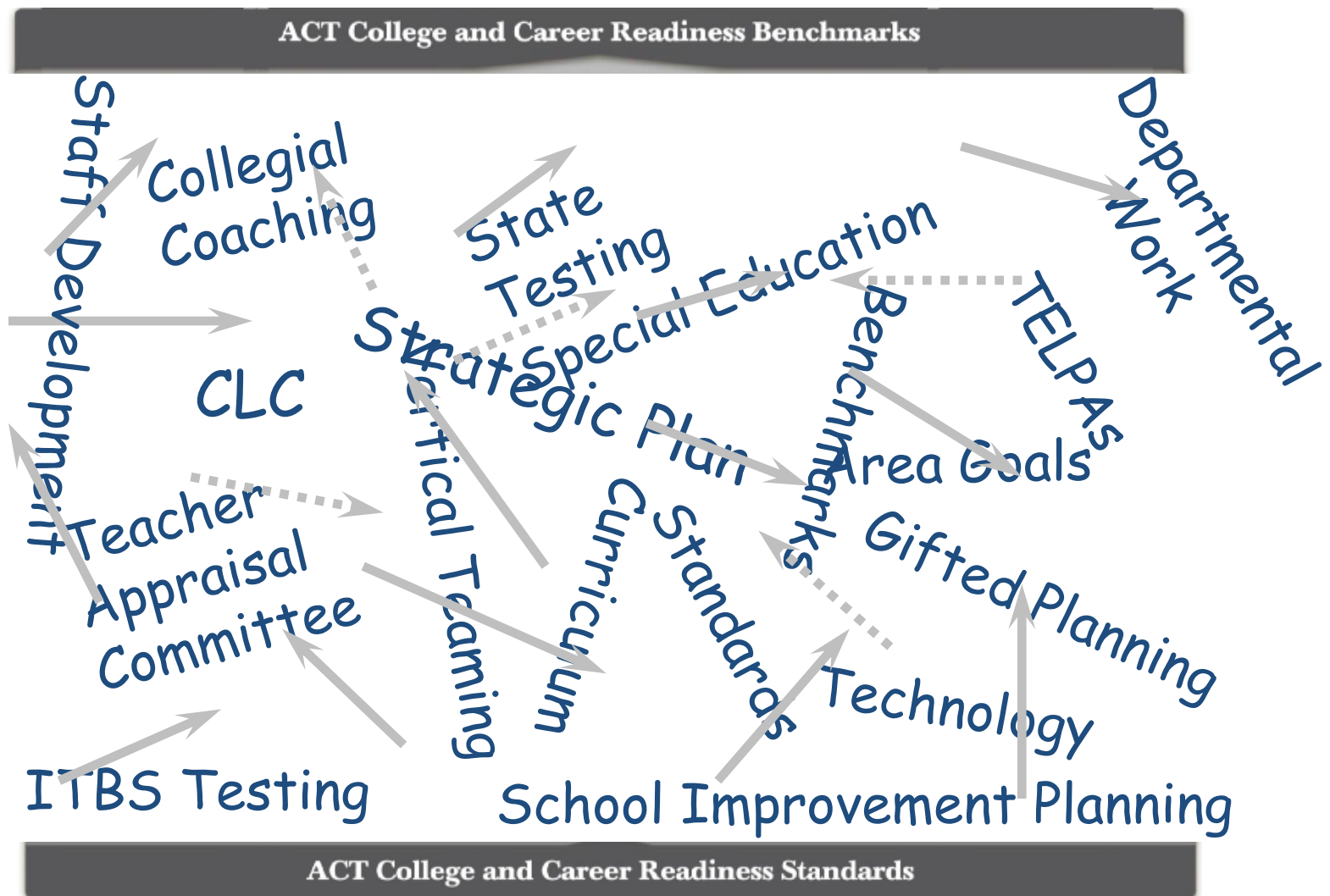
**Wyoming**

[www.act.org/newsroom/data/2013](http://www.act.org/newsroom/data/2013)

# ACT's Core Practice Framework

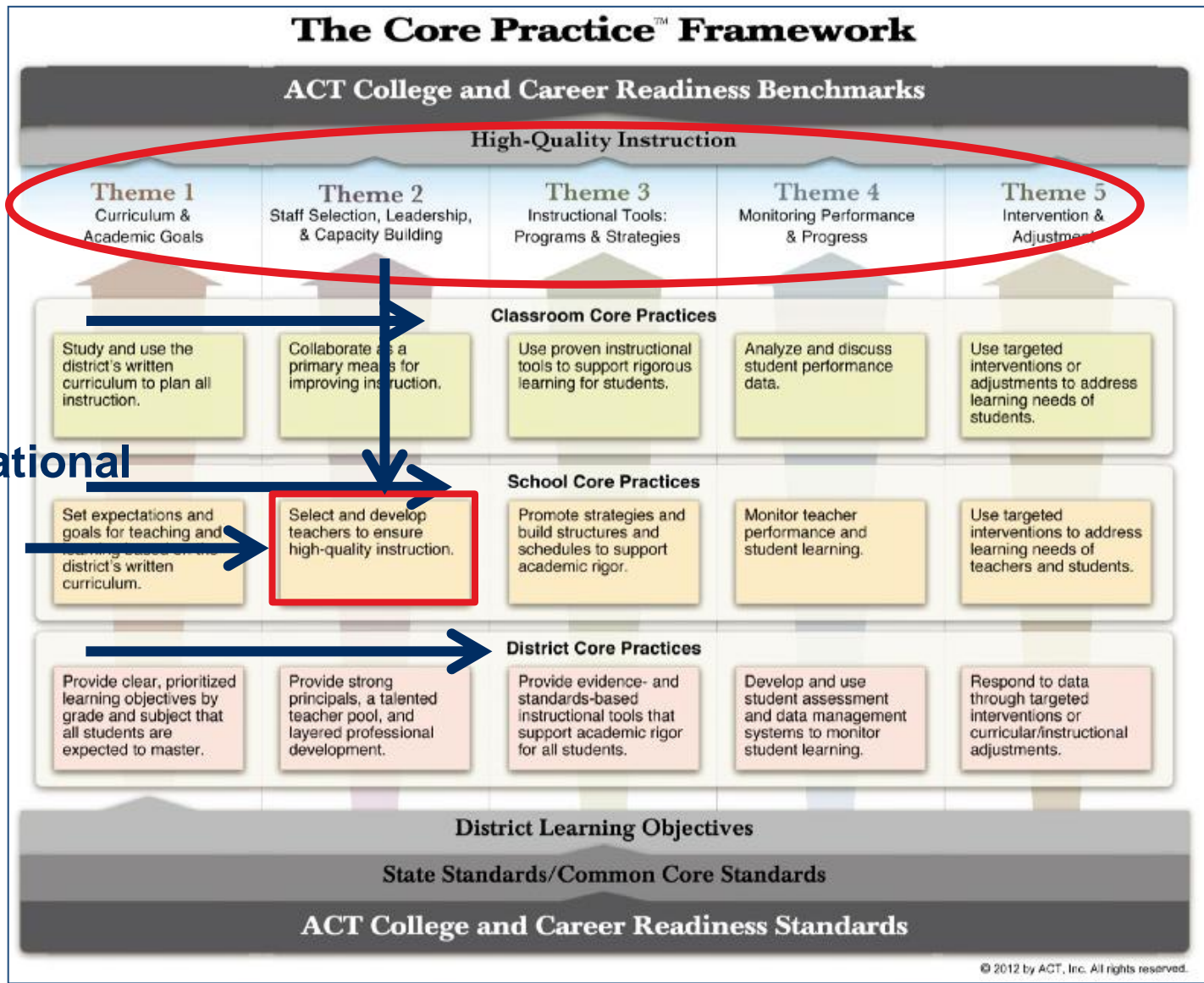


# Traditional Approach to Standards-based Education

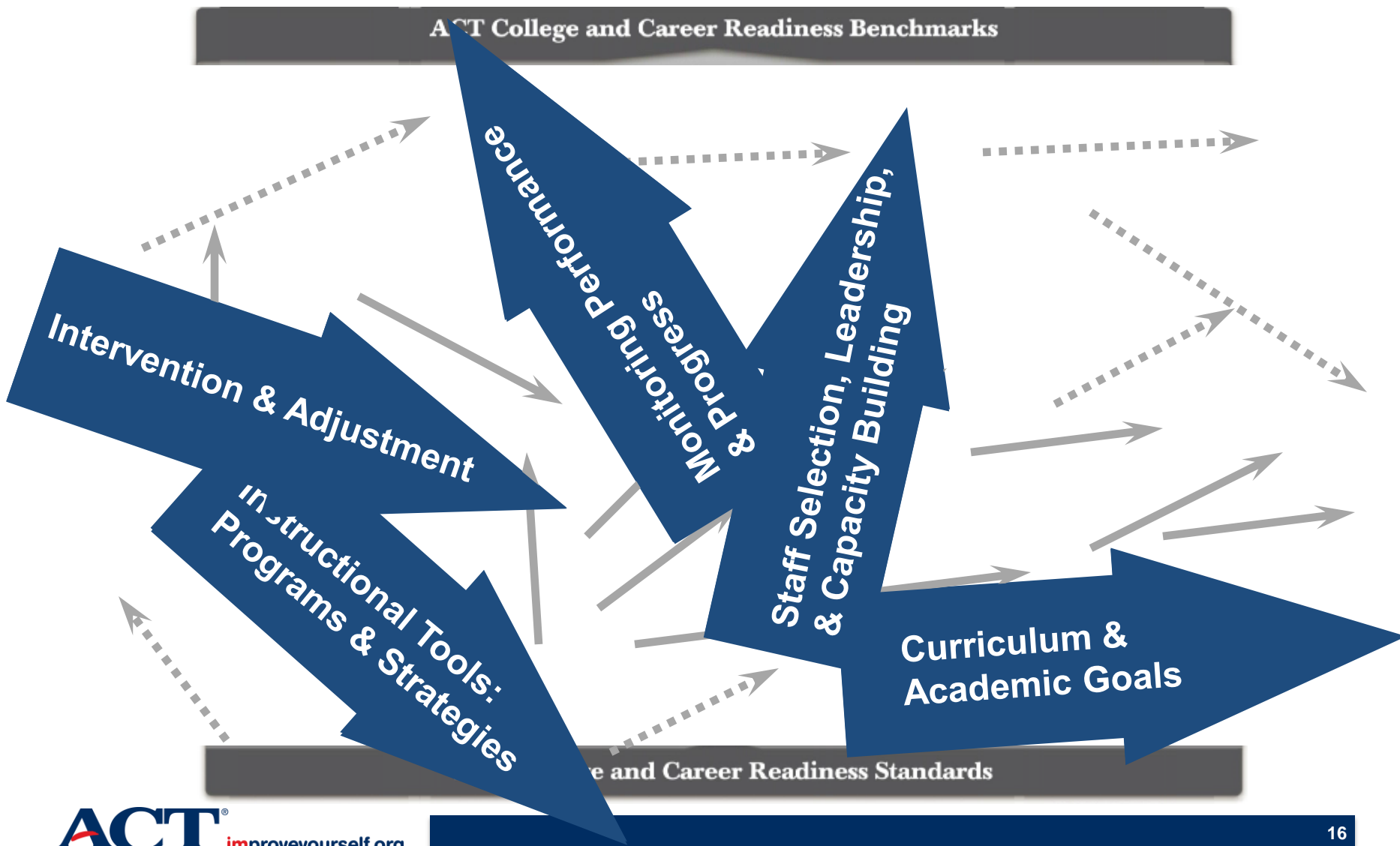


Themes

Organizational  
Levels  
Practice



# Giving Structure and Direction to Your Efforts



# Giving Structure and Direction to Your Efforts

ACT College and Career Readiness Benchmarks

Curriculum &  
Academic Goals

Staff Selection, Leadership,  
Capacity Building

Instructional Tools:  
Programs & Strategies

Monitoring Performance  
& Progress

Intervention &  
Adjustment

ACT College and Career Readiness Standards

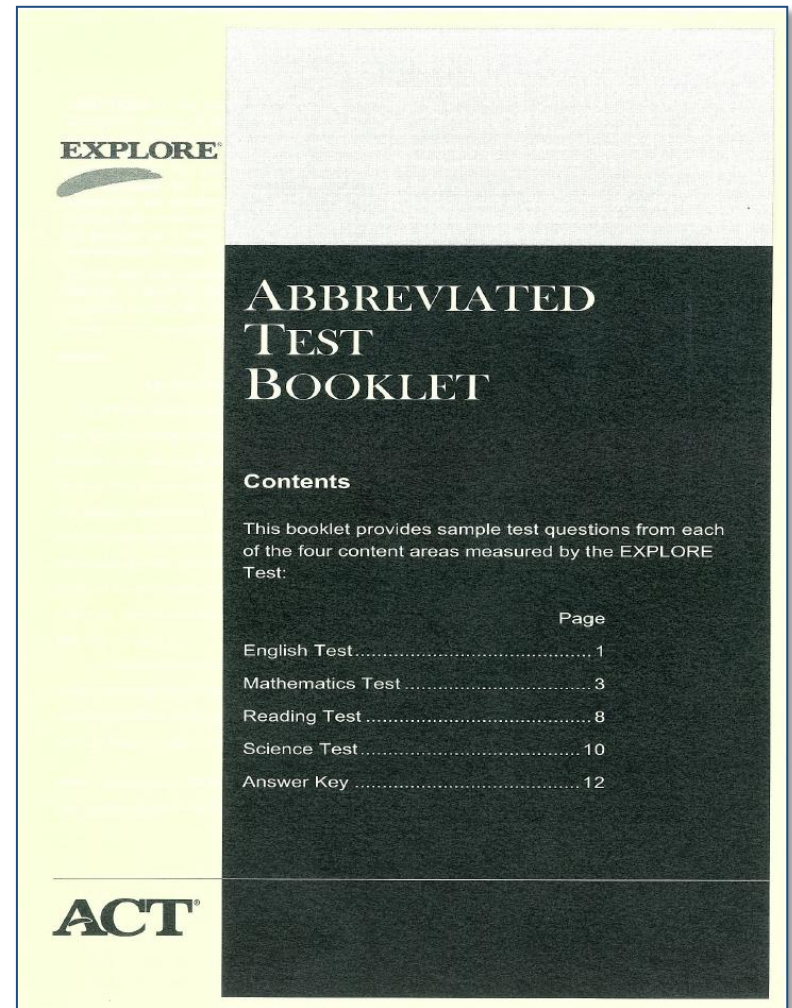
# Assessment Literacy



## Activity

Abbreviated ACT Explore Test

- Do your favorite subject
- Circle the correct answer in your test booklet
- Move on to another subject if you finish before time is called
- About 15 minutes
- Do your own work!



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What does a score mean?

**Nothing!....**  
**until it is**  
**interpreted and**  
**used.**

# ACT National Curriculum Survey®

The Foundation of ACT's College Readiness System

- Conducted every three to five years
- Nationwide survey of educational practices and expectations
  - College instructors
  - High school teachers
  - Middle school teachers
  - Elementary teachers



**ACT National Curriculum Survey® 2012**

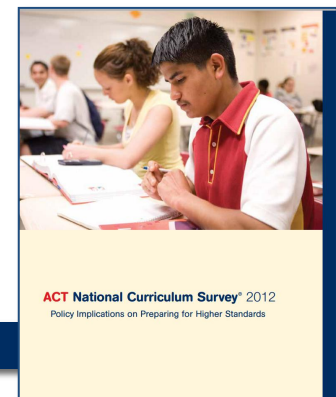
Policy Implications on Preparing for Higher Standards

<http://www.act.org/research-policy/national-curriculum-survey>

# ACT National Curriculum Survey®

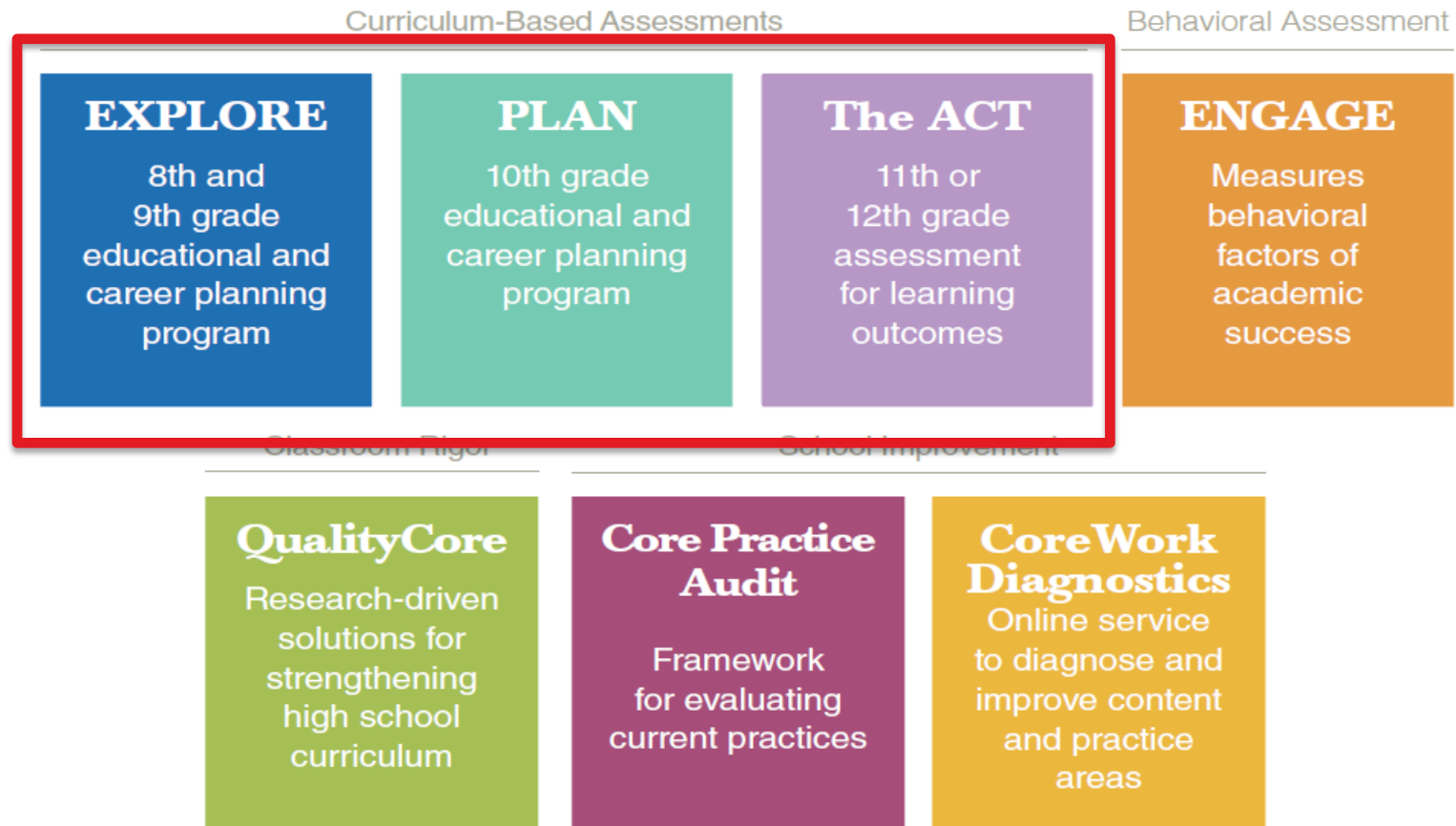
The Foundation of ACT's College Readiness System

- Identifies the skills and knowledge postsecondary institutions expect of students
- Guides the development of ACT's assessments that measure college-ready skills
- Informs efforts to develop, refine, and update academic standards
- Inform policymakers and educators



# ACT's K-Career Continuum

Longitudinal Assessment Components



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## Guiding Principles of ACT's Longitudinal Assessment System

- **Achievement:** assess acquired or developed abilities
- **Alignment:** correspond to recognized middle and high school learning experiences
- **Rigor and complexity:** consist of complex, heterogeneous tasks that require students to use skills and knowledge developed over time to solve them
- **Appropriateness:** developed specifically for each grade level

# ACT's College and Career Readiness System

Content Areas Tested Across All Assessments

Writing

Science

Reading

Mathematics

English



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# English Test

Test Focus

Designed to measure students' ability to effectively communicate meaning by:

- Critiquing
- Revising
- Editing

## English Test

### All Programs: 2 sub-scores

	<b>ACT<sup>®</sup> Explore<sup>®</sup></b>		<b>ACT<sup>®</sup> Plan<sup>®</sup></b>		<b>The ACT<sup>®</sup></b>	
<b>Usage/Mechanics</b>	<b>25</b>	<b>63%</b>	<b>30</b>	<b>60%</b>	<b>40</b>	<b>53%</b>
Punctuation	6	(15%)	7	(14%)	10	(13%)
Grammar and Usage	8	(20%)	9	(18%)	12	(16%)
Sentence Structure	11	(28%)	14	(28%)	18	(24%)
<b>Rhetorical Skills</b>	<b>15</b>	<b>37%</b>	<b>20</b>	<b>40%</b>	<b>35</b>	<b>47%</b>
Strategy	5	(12%)	6	(12%)	12	(16%)
Organization	5	(12%)	7	(14%)	11	(15%)
Style	5	(12%)	7	(14%)	12	(16%)
<b>Total Items</b>	<b>40</b>		<b>50</b>		<b>75</b>	

**Passages**

**4**

**4**

**5**

**Passage Length**

**300 Words**

**300 Words**

**325 Words**

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# Mathematics Test

## Test Focus

Requires students to

- Analyze problems – in both real world and purely mathematical settings
- Plan and carry out strategies
- Verify appropriateness of solutions

# Mathematics Test

ACT Plan: 2 sub-scores; ACT: 3 sub-scores

	<b>ACT<sup>®</sup> Explore<sup>®</sup></b>	<b>ACT<sup>®</sup> Plan<sup>®</sup></b>	<b>The ACT<sup>®</sup></b>
Basic Statistical/ Probability Concepts	4 (13%)		
Pre-Algebra	10 (33%)	14 (35%)	14 (23%)
Elementary Algebra	9 (30%)	8 (20%)	10 (17%)
Pre-Geometry	7 (23%)		
Plane Geometry		11 (27%)	14 (23%)
Coordinate Geometry		7 (18%)	9 (15%)
Intermediate Algebra			9 (15%)
Trigonometry			4 ( 7%)
<b>Total Items</b>	<b>30</b>	<b>40</b>	<b>60</b>

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# Reading Test

Test Focus

Requires students to

- Understand and derive meaning from texts ranging from fiction narratives to informational passages
- Determine the meaning of unfamiliar or multiple-meaning words from context
- Read and understand published materials

## Reading Test

	<b>ACT<sup>®</sup> Explore<sup>®</sup></b>	<b>ACT<sup>®</sup> Plan<sup>®</sup></b>	<b>The ACT<sup>®</sup></b>
Prose Fiction	10 (33%)	8 (32%)	10 (25%)
Social Sciences	10 (33%)	8 (32%)	10 (25%)
Humanities	10 (33%)	9 (36%)	10 (25%)
Natural Sciences			10 (25%)
<b>Total Items</b>	<b>30</b>	<b>25</b>	<b>40</b>

**Passages**

**3**

**3**

**4**

**Passage Length**

**500 Words**

**500 Words**

**750 Words**

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## Science Test

- Measures student proficiencies in using and reasoning with science information, skills, and knowledge typically acquired in high school science courses
- Asks students to:
  - Communicate information and use scientific research strategies
  - Make comparisons between, and draw conclusions from scientific findings, studies, and viewpoints.
  - Extrapolate and extend scientific understandings consistent with sound scientific reasoning.

## Science Test

Format	<b>ACT<sup>®</sup> Explore<sup>®</sup></b>		<b>ACT<sup>®</sup> Plan<sup>®</sup></b>		<b>The ACT<sup>®</sup></b>	
Data Representation	12	(43%)	10	(33%)	15	(38%)
Research Summaries	10	(36%)	14	(47%)	18	(45%)
Conflicting Viewpoints	6	(21%)	6	(20%)	7	(18%)
<b>Total Items</b>	<b>28</b>		<b>30</b>		<b>40</b>	

# Science Test

Relationship Between Content Areas and Item Format

## Content Areas

- Life Science
- Physical Science
- Biology
- Earth/Space Science
- Chemistry
- Physics

## Format

- Data Representation
- Research Summaries
- Conflicting Viewpoints

Content areas are distributed across all formats.

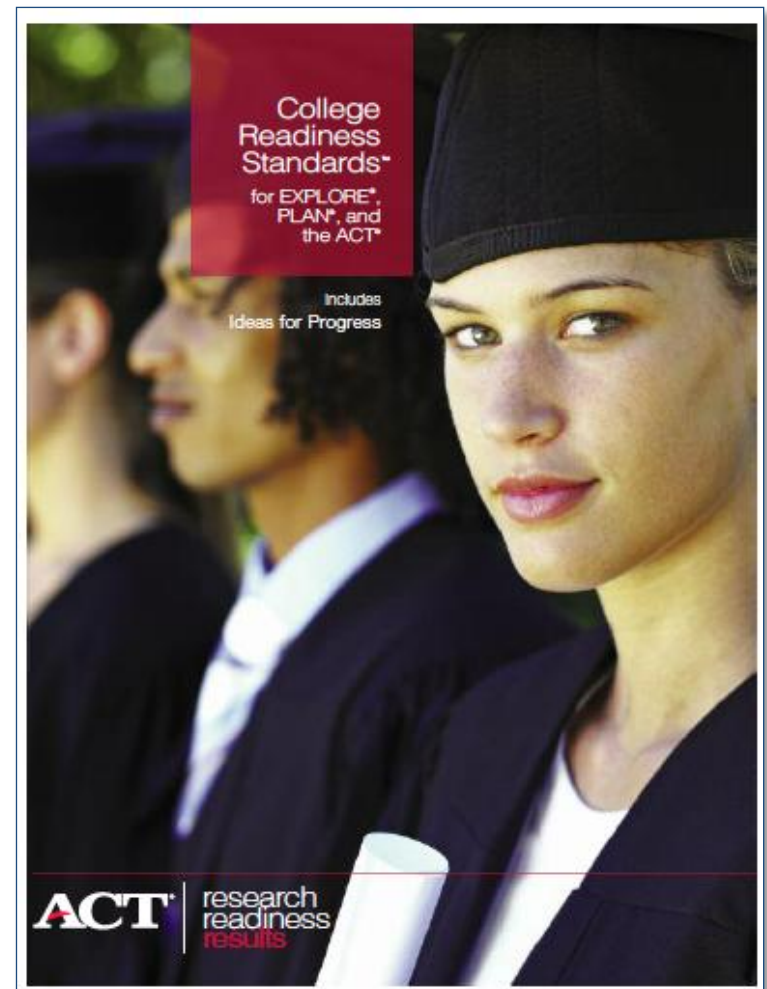
## Science Test Passages

Content Area	<b>ACT</b> <sup>®</sup> Explore <sup>®</sup>	<b>ACT</b> <sup>®</sup> Plan <sup>®</sup>	The <b>ACT</b> <sup>®</sup>
Life Science	3		
Physical Science	2		
Earth/Space Science	1	1-2*	1-2*
Biology		1-2*	1-2*
Chemistry		1-2*	1-2*
Physics		1-2*	1-2*
<b>Total Passages</b>	<b>6</b>	<b>5</b>	<b>7</b>

\*At least one topic is required in this content area, and some test forms may have two topics. No more than two topics in a particular content area are allowed.

## ACT's College Readiness Standards

- Identify the knowledge and skills students are likely to demonstrate at various score levels on each academic test.
- Help interpret what the scores earned in ACT Explore, ACT Plan and The ACT mean.
- Direct link between what students have learned and what they are ready to learn next.



<http://act.org/standard/>

**MATHEMATICS**  
(continued)

# COLLEGE READINESS STANDARDS

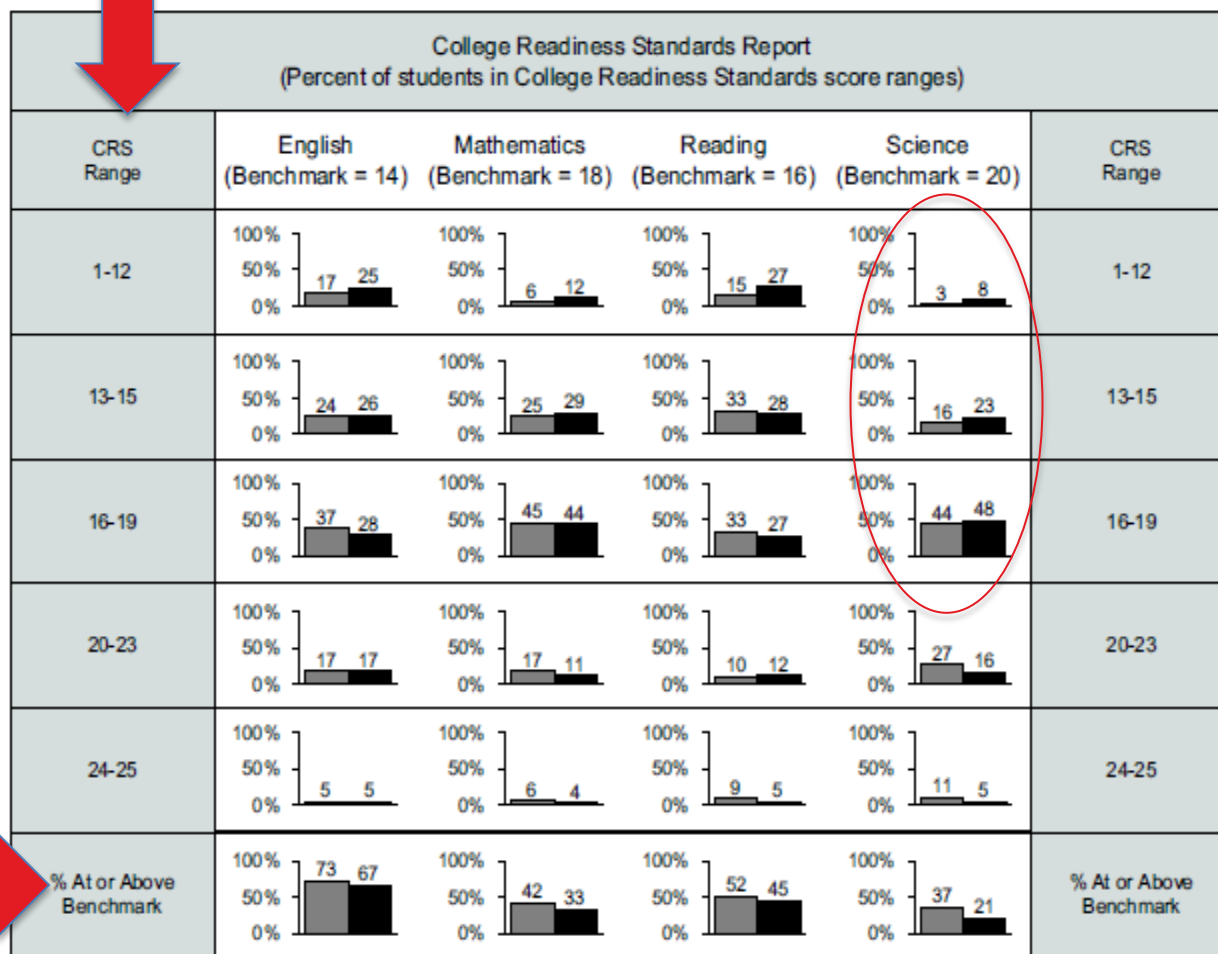
Score Range		<i>Basic Operations &amp; Applications</i>	<i>Probability &amp; Data Analysis</i>	<i>Statistics, Probability, &amp; Discrete Mathematics</i>	<i>Numbers: Concepts &amp; Properties</i>
<b>16–19</b>	<b>Standards</b>	<ul style="list-style-type: none"> <li>■ Solve routine one-step arithmetic problems (using whole numbers, fractions, and decimals) such as single-step percent</li> <li>■ Solve some routine two-step arithmetic problems</li> </ul>	<ul style="list-style-type: none"> <li>■ Calculate numerical probabilities</li> <li>■ Compute probabilities for simple events</li> <li>■ Use probability to predict the outcome of an event and the probability of its complement</li> </ul>		<ul style="list-style-type: none"> <li>■ Apply properties of a</li> </ul>
	<b>Ideas for Progress</b>	<ul style="list-style-type: none"> <li>■ solve routine arithmetic problems that involve rates, proportions, and percents</li> <li>■ model and solve problems that contain verbal and symbolic representations of money</li> <li>■ do multistep computations with rational numbers</li> </ul>	<ul style="list-style-type: none"> <li>■ interpret data and use appropriate measures of central tendency to find unknown values</li> <li>■ find the probability of an event in a variety of contexts</li> <li>■ gather, organize, and analyze data in a variety of ways to use in problem solving</li> <li>■ conduct simple probability experiments, use a variety of counting techniques (e.g., tree diagrams, Fundamental Counting Principle, organized lists), and represent results from data using different formats</li> </ul>		<ul style="list-style-type: none"> <li>■ apply elementary number concepts, including identifying</li> </ul>

Statements that describe what students are likely to know and be able to do...

And statements that provide suggestions to progress to a higher level of achievement

# College Readiness Standard Score Ranges

TABLE 1c: Are our students *On Track* to be college ready when they graduate from high school?



**ACT<sup>®</sup> Explore<sup>®</sup>**

## Benchmarks

English – 14

Math – 18

Reading – 17

Science - 19

# College Readiness Standard Score Ranges

**ACT<sup>®</sup> Plan<sup>®</sup>**

## Benchmarks

English – 15

Math – 19

Reading – 17

Science - 21

WYOMING PLAN

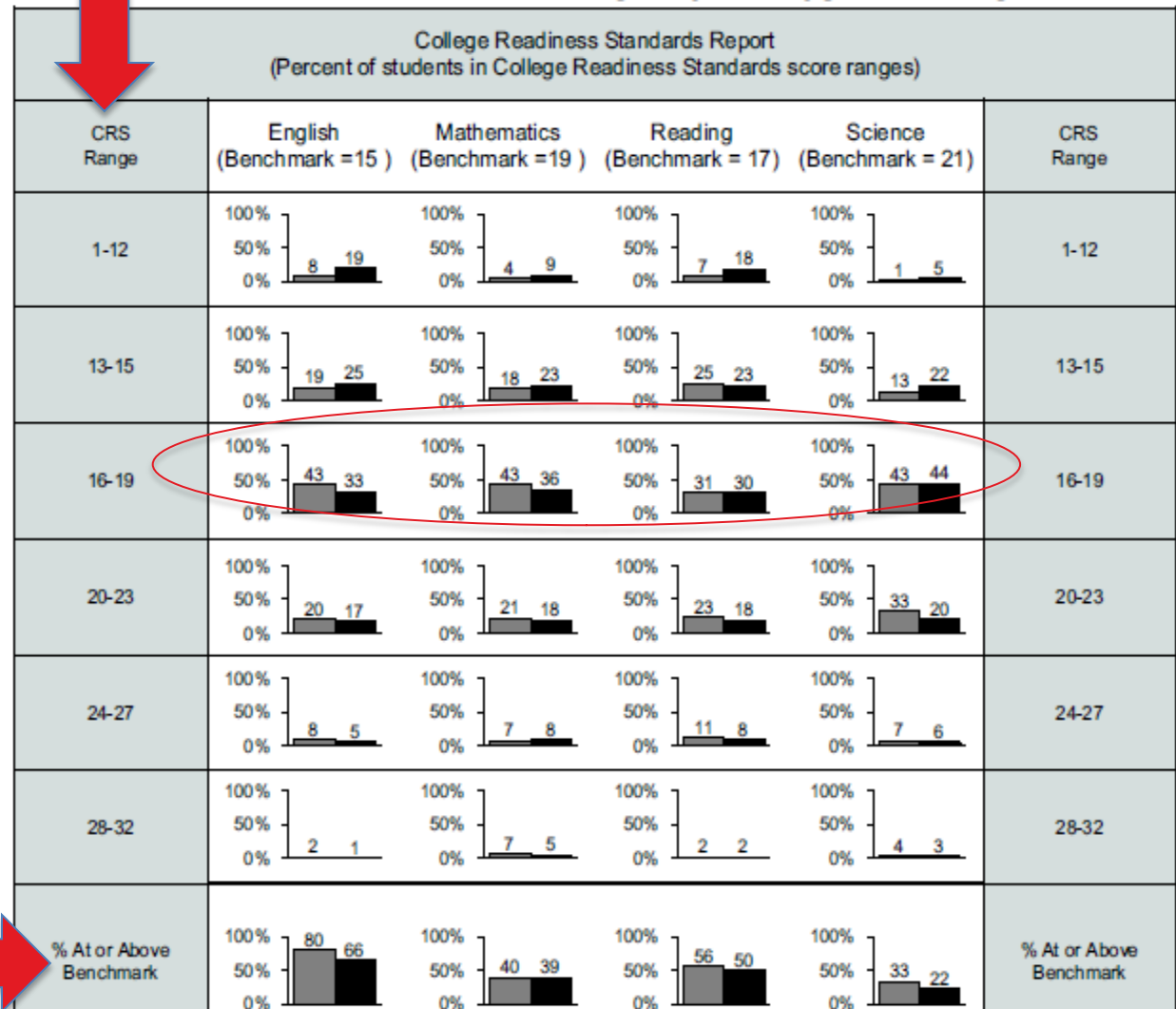
National Norm Group: Spring 10

WYOMING DEPT OF EDUC

CHEYENNE, WY

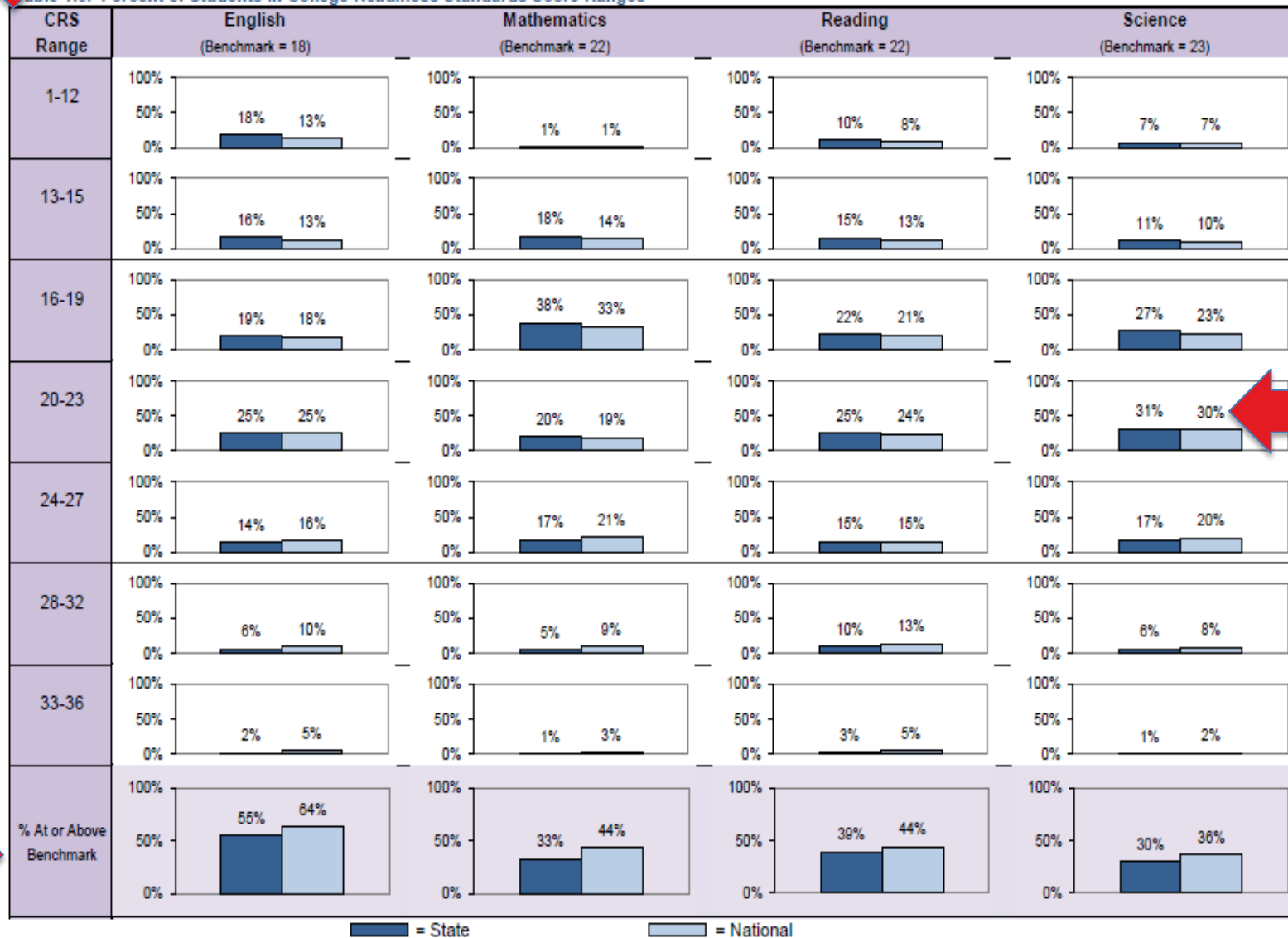
Total Students In Report: 5830

**TABLE 1c: Are our students *On Track* to be college ready when they graduate from high school?**



Total Students in Report: 5,898

Table 1.6. Percent of Students in College Readiness Standards Score Ranges



# College Readiness Standard Score Ranges

ACT®

Benchmarks  
 English – 18  
 Math – 22  
 Reading – 22  
 Science – 23

ACT

improveyourself.org

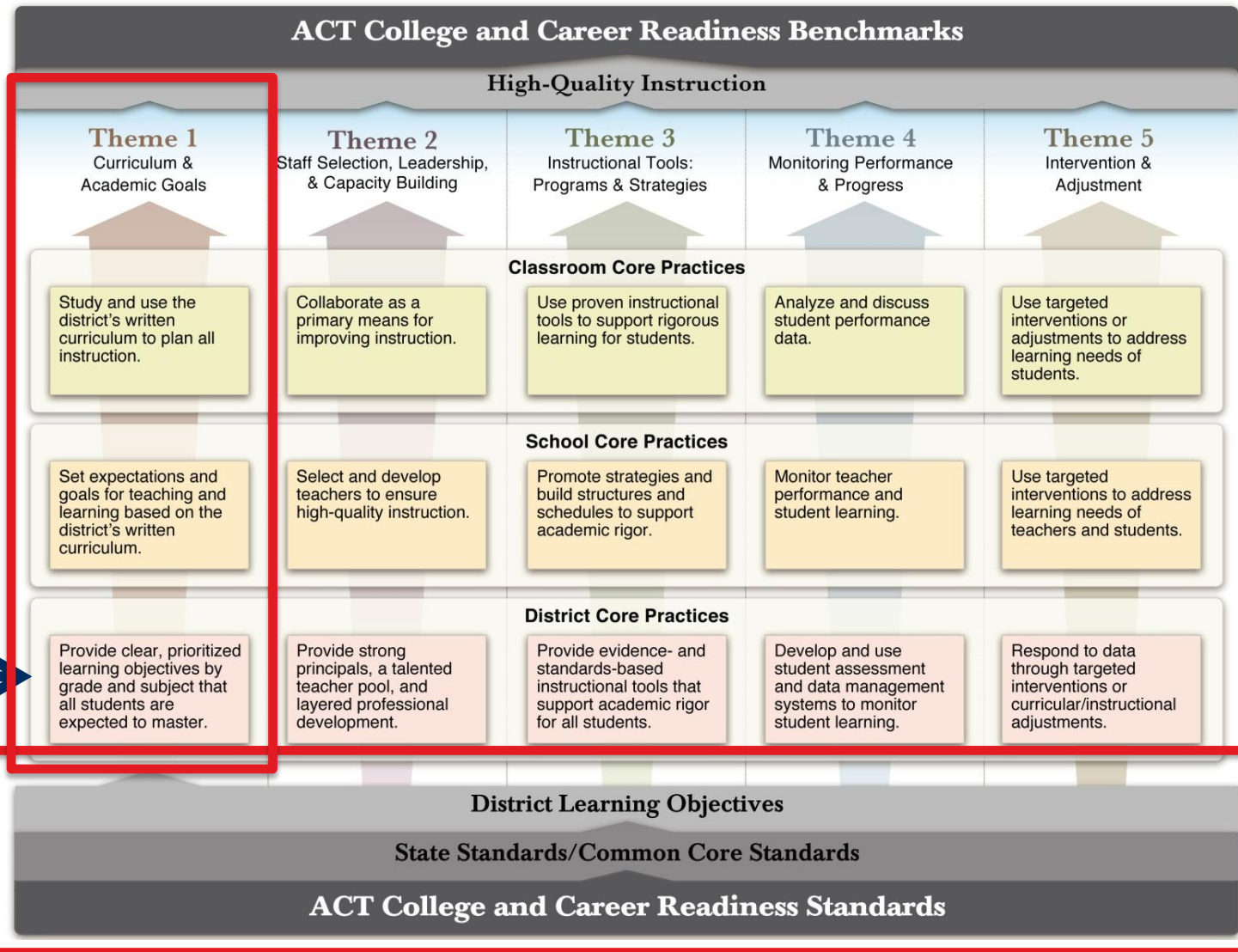
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**Break  
(15 minutes)**

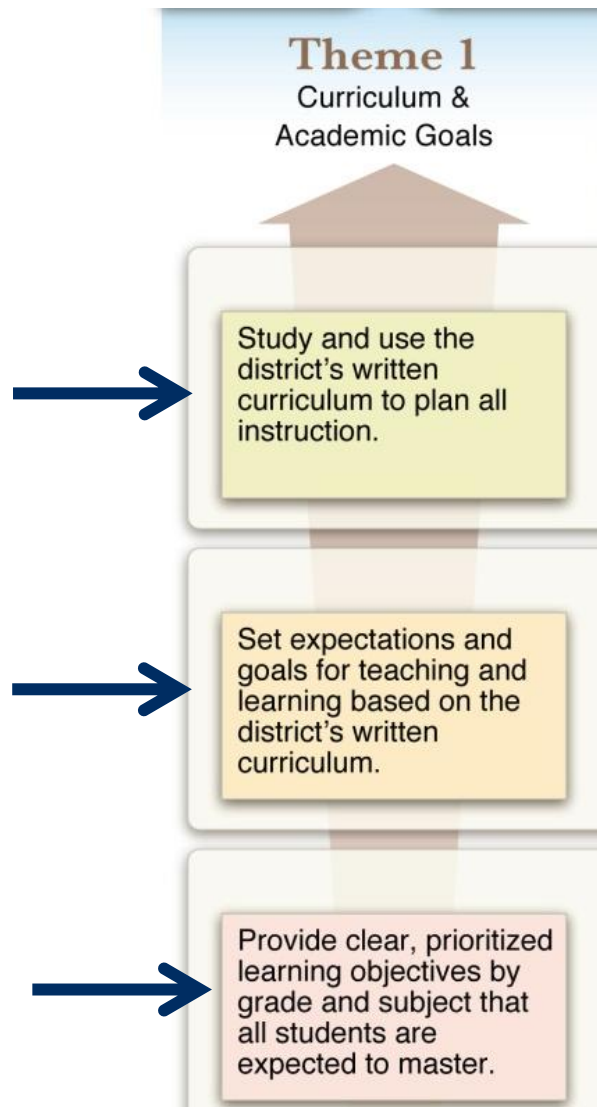
# Curriculum Connections



# The Core Practice Framework



## Curriculum and Academic Goals: Core Practices



- **District Role:**  
Provide clear, prioritized learning objectives by grade and subject that all students are expected to master.
- **School Role:**  
Set expectations and goals for teaching and learning based on the district's written curriculum.
- **Classroom Role:**  
Study and use the district's written curriculum to plan all instruction.

# Why District Leadership is Essential for Curriculum

Theme: Curriculum and Academic Goals

## Grade Level

K	1	2	3	4	5	6	7	8	9	10	11	12
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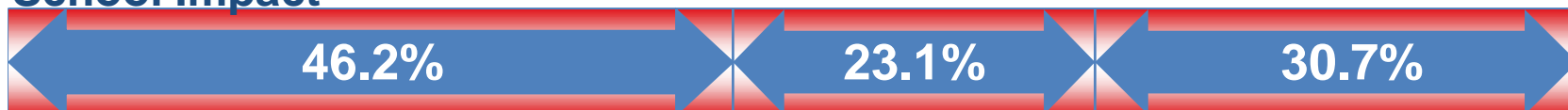
## Teacher Impact

100%	50%	33.3%	25%	20%	16.6%	14.3%	12.5%	11%	10%	9%	8%	7.7%
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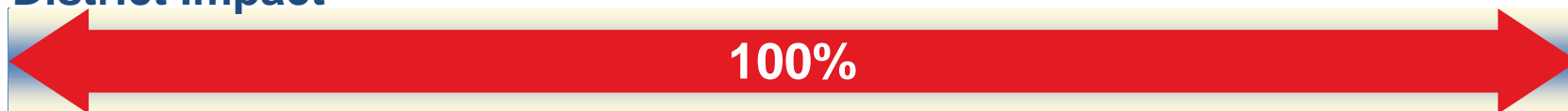
## Teacher Accountability

7.7%	15.4%	23.1%	30.8%	38.5%	46.2%	53.9%	61.6%	69.3%	77%	84.7%	92.4%	100%
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## School Impact



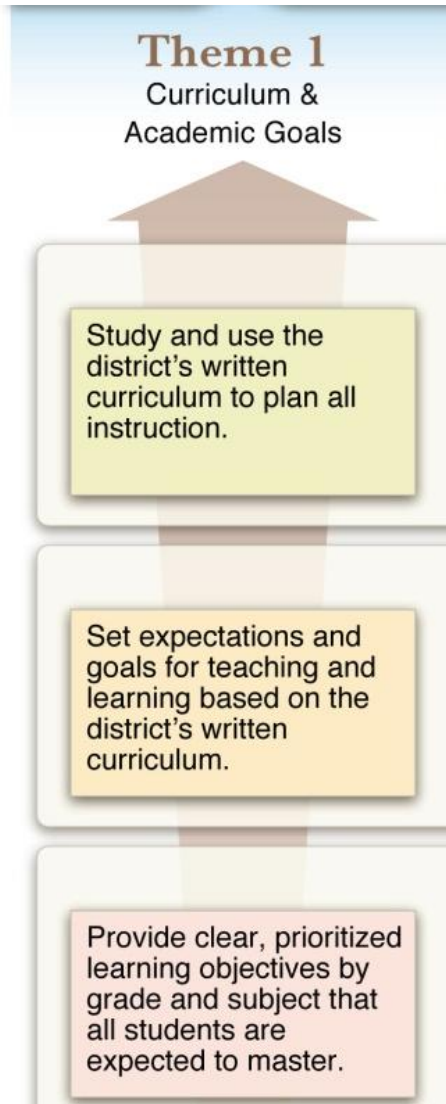
## District Impact



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The curriculum must be  
clearly aligned and articulated  
to **eliminate curricular gaps**,  
which can be devastating for students  
from less advantaged backgrounds.

## District Leaders' Role in Curriculum and Academic Goals

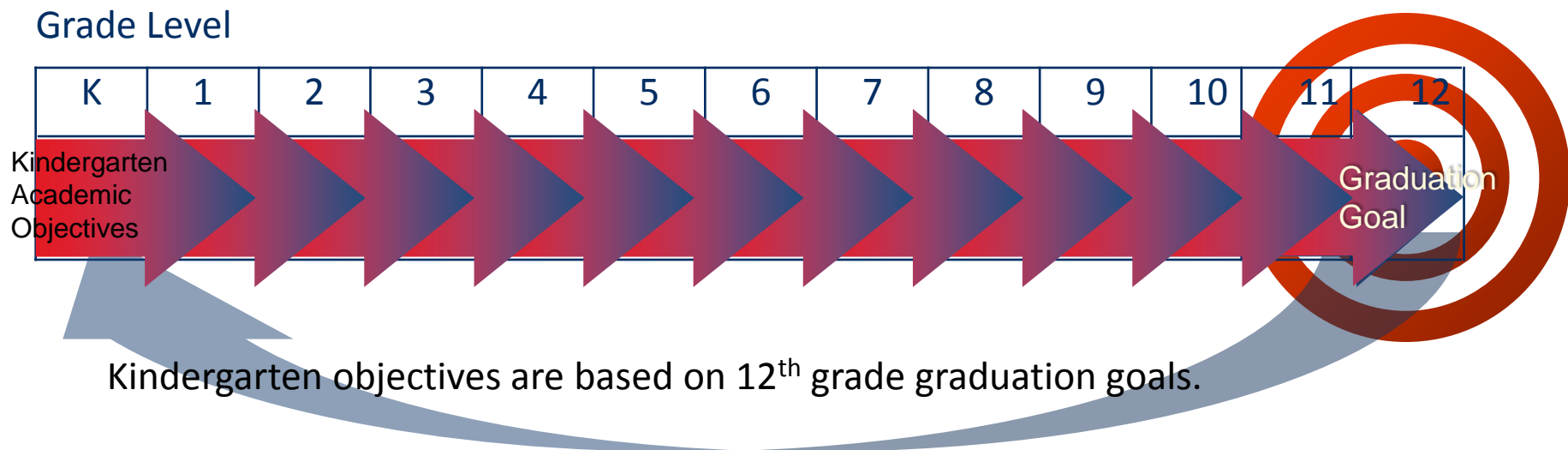


**Core Practice:** Provide clear, prioritized learning objectives by grade and subject that all students are expected to master.

### Critical Actions

- Curriculum in place
- Vertical alignment, anchored to meaningful endpoint
- Documentation
- Expectations

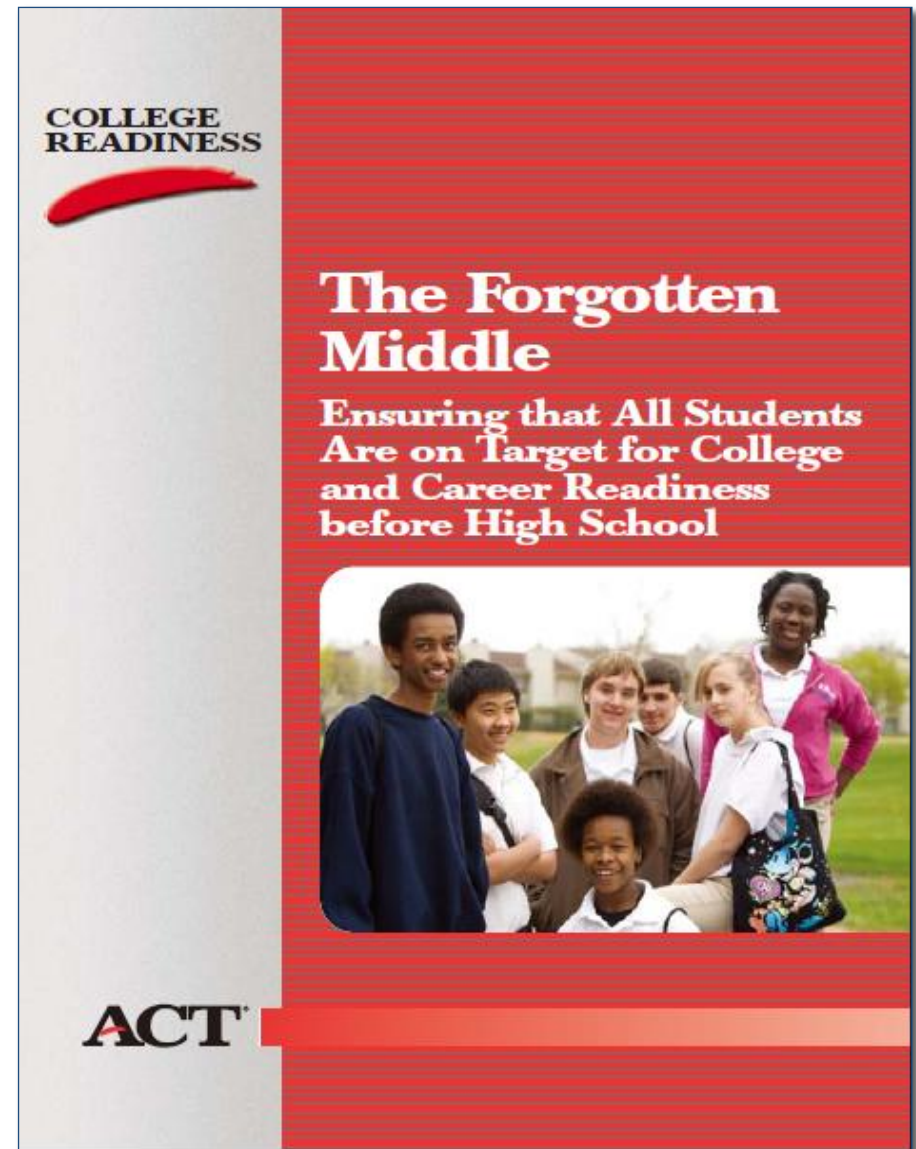
District leaders must determine what high school graduates need to know, then map backward to establish objectives for each grade.



# The Forgotten Middle

Key Finding

**Eighth-grade academic achievement** is the best predictor of college and career readiness by high school graduation.



<http://www.act.org/research/policymakers/reports/ForgottenMiddle.html>

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# The Forgotten Middle

## Key Findings

- Improvement in eighth-grade academic achievement and **being on target for college and career readiness in eighth grade** are more beneficial than any high school-level academic enhancement.
- Being on target for college and career readiness in eighth grade puts students on a trajectory for success.

## ACT's College Readiness Benchmarks

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**MATHEMATICS**  
(continued)

# COLLEGE READINESS STANDARDS

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	<b>Ideas for Progress</b>	<ul style="list-style-type: none"> <li>■ Solve routine arithmetic problems that involve rates, proportions, and percents</li> <li>■ Model and solve problems that contain verbal and symbolic representations of money</li> <li>■ Do multistep computations with rational numbers</li> </ul>	<ul style="list-style-type: none"> <li>■ Interpret data and use appropriate measures of central tendency to find unknown values</li> <li>■ Find the probability of an event in a variety of contexts</li> <li>■ Gather, organize, analyze data in a variety of ways to use in problem solving</li> <li>■ Conduct simple probability experiments, use a variety of counting techniques (e.g., tree diagrams, Fundamental Counting Principle, organized lists), and represent results from data using different formats</li> </ul>	<ul style="list-style-type: none"> <li>■ Apply elementary number concepts, including identifying</li> </ul>	

Statements that describe what students are likely to know and be able to do...

And statements that provide suggestions to progress to a higher level of achievement

## College Readiness Standards Activity

1. Using the ACT Benchmark Score for your content area find the score range in the College Readiness Standards booklet where the Benchmark score falls

Test	Pages	<b>ACT</b> <sup>®</sup> Explore <sup>®</sup> 8 <sup>th</sup> Grade	<b>ACT</b> <sup>®</sup> Plan <sup>®</sup>	The <b>ACT</b> <sup>®</sup>
English	p. 4-5	13	15	18
Math	p. 12-13	17	19	22
Reading	p. 20-21	16	18	22
Science	p. 28	18	20	23

2. Read the standards associated with that score range.
3. What grade level do you think students should have mastered the skills associated with the standards?



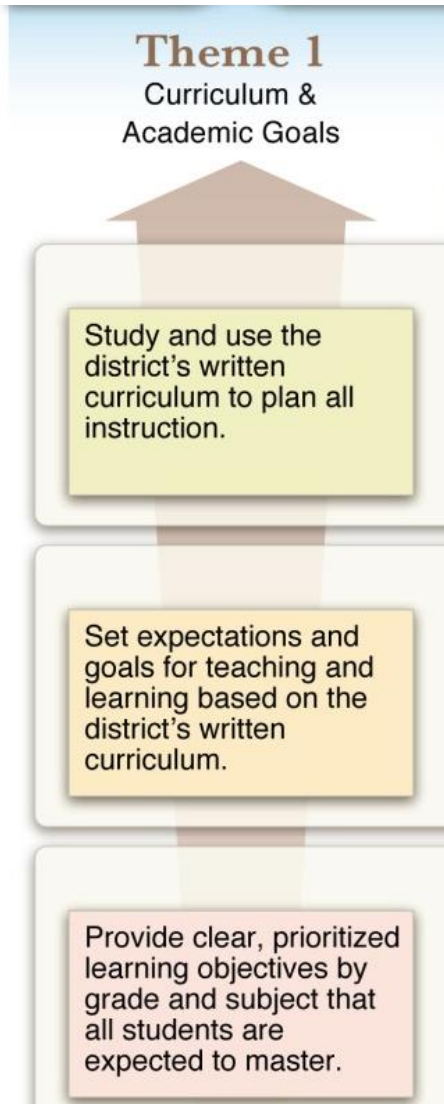
# Your District's Curriculum Compared to the College Readiness Standards

**TABLE 1: English College Readiness Standards for Score Range 13–15**

English Standards	For each skill, knowledge, or process:		
	Is it <b>included</b> in your English curriculum?	At what grade level (or in which course) are students <b>first introduced</b> to it?	At what grade level (or in which course) are students <b>expected to demonstrate proficiency</b> ?
Use conjunctive adverbs or phrases to show time relationships in simple narrative essays (e.g., <i>then</i> , <i>this time</i> )			
Revise sentences to correct awkward and			
<a href="http://www.act.org/education/statematch/">http://www.act.org/education/statematch/</a>			
create obvious logic problems			
Use conjunctions or punctuation to join simple clauses			
Revise shifts in verb tense between simple clauses in a sentence or between simple adjoining sentences			
Solve such basic grammatical problems as how to form the past and past participle of irregular but commonly used verbs and how to form comparative and superlative adjectives			
Delete commas that create basic sense problems (e.g., between verb and direct object)			

<http://act.org/standard/instruct/pdf/CurriculumReviewWorksheets.pdf>

# Classroom Teachers' Role in Curriculum and Academic Goals



**Core Practice:** Study and use the district's written curriculum to plan all instruction.

## Classroom Critical Actions

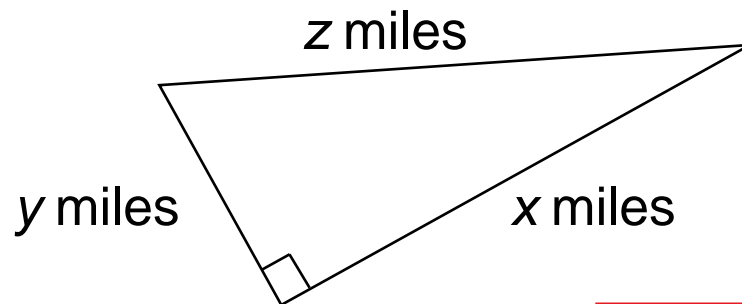
- Know objectives and level of mastery
- Know objectives in relation to continuum of learning
- Align instruction with curriculum and assessment

## Math: Score Range 16-19, Measurement Strand:

**Standard:** Compute the perimeter of polygons when all side lengths are given.



Which of the following is a general expression for the perimeter of the right triangle below, in miles?



A.  $x + y + z$

B.  $2(x + y)$

C.  $\frac{x}{2} \cdot \frac{y}{2}$

D.

E.  $xy$

## Math: Score Range 16-19, Measurement Strand:

**Standard:** Compute the perimeter of polygons when all side lengths are given.



What is the perimeter, in inches, of a square whose sides each measure  $5\frac{5}{8}$  inches?

A.  $11\frac{1}{4}$

B.  $20\frac{5}{8}$

C.  $22\frac{1}{2}$

D.  $25\frac{25}{64}$

E.  $31\frac{41}{64}$

## Math: Score Range 16-19, Measurement Strand:

**Standard:** Compute the perimeter of polygons when all side lengths are given.



The out-of-bounds lines around a basketball court in Central Park need to be repainted. The court is a rectangle 90 feet long and 50 feet wide. What is its perimeter, in feet?

A. 140

B. 190

C. 230

D. 280

E. 4,500

# Test Question Analysis Activity

College Readiness Standards — English					
	Topic Development in Terms of Purpose and Focus (TOD)	Organization, Unity, and Coherence (OUC)	Word Choice in Terms of Style, Tone, Clarity, and Economy (WCH)	Sentence Structure and Formation (SST)	Conventions of Usage (COU)
13-15		201. Use conjunctive adverbs or phrases to show time relationships in simple narrative essays (e.g., then, this time)	201. Revise sentences to correct awkward and confusing arrangements of sentence elements 202. Revise vague nouns and pronouns that create obvious logic problems	201. Use conjunctions or punctuation to join simple clauses 202. Revise shifts in verb tense between simple clauses in a sentence or between simple adjoining sentences	201. Solve such basic grammatical problems as how to form the past and participle of irregular but commonly used verbs and how to form comparative or superlative adjectives
16-19	16-19 501. Identify the basic purpose or role of a specified phrase or sentence 302. Delete a clause or sentence because it is obviously irrelevant to the essay	301. Select the most logical place to add a sentence in a paragraph 302. Delete obviously synonymous and wordy material in a sentence 303. Revise expressions that deviate from the style of an essay	301. Delete obviously synonymous and wordy material in a sentence 303. Revise expressions that deviate from the style of an essay	301. Determine the need for punctuation and conjunctions to avoid awkward-sounding sentence fragments and fused sentences 302. Decide the appropriate verb tense and voice by considering the meaning of the entire sentence	301. Solve such grammatical problems as whether to use an adverb or adjective, how to ensure straightforward subject and pronoun-antecedent agreement, which preposition to use in simple correlative constructions 302. Recognize and use the appropriate word in frequently confused pairs such as there and their, past and passed, and and and
20-23	401. Identify the central idea or main topic of a straightforward piece of writing 402. Determine relevancy when presented with a variety of sentence-level details 403. Add a sentence that introduces a simple paragraph	401. Use conjunctive adverbs or phrases to express straightforward logical relationships (e.g., first, afterward, in response) 402. Decide the most logical place to add a sentence in an essay 403. Add a sentence that introduces a simple paragraph	401. Delete redundant material when information is repeated in different parts of speech (e.g., "blammingly startled") 402. Use the word or phrase most consistent with the style and tone of a fairly straightforward essay 403. Determine the clearest and most logical conjunction to link clauses	401. Recognize and correct marked disturbances of sentence flow and structure (e.g., participial phrase fragments, missing or incorrect relative pronouns, dangling or misplaced modifiers) 402. Use the word or phrase most consistent with the style and tone of a fairly straightforward essay 403. Determine the clearest and most logical conjunction to link clauses	401. Use idiomatically appropriate prepositions, especially in combinations (e.g., long for, appear to) 402. Ensure that a verb agrees with its subject when there is some text between the two
24-27	501. Identify the focus of a simple essay, applying that knowledge to add a sentence that sharpens that focus or to determine if an essay has met a specified goal 502. Delete material primarily because it disturbs the flow and development of the paragraph 503. Add a sentence to accomplish a fairly straightforward purpose such as illustrating a given statement	501. Determine the need for conjunctive adverbs or phrases to create subtle logical connections between sentences (e.g., however, however, in addition) 502. Rearrange the sentences in a fairly uncomplicated paragraph for the sake of logic 503. Add a sentence to introduce or conclude the essay or to provide a transition between paragraphs when the essay is fairly straightforward	501. Revise a phrase that is redundant in terms of the meaning and logic of the entire sentence 502. Identify and correct ambiguous pronoun references 503. Use the word or phrase most appropriate in terms of the content of the sentence and tone of the essay	501. Revise to avoid faulty placement of phrases and faulty coordination and subordination of clauses in sentences with difficult structural problems 502. Maintain consistent verb tense and pronoun person on the basis of the preceding clause or sentence	501. Ensure that a pronoun agrees in antecedent when the two occur in separate clauses or sentences 502. Identify the correct past and past participle forms of irregular and inflected verbs and form present-perfect by using have rather than that
28-32*	601. Apply an awareness of the focus and purpose of a fairly involved essay to determine the rhetorical effect and suitability of an existing phrase or sentence, or to determine the need to delete plausible but irrelevant material 602. Add a sentence to accomplish a subtle rhetorical purpose such as to emphasize, to add supporting detail, or to express meaning through connotation	601. Make sophisticated distinctions concerning the logical use of conjunctive adverbs or phrases, particularly when signaling a shift between paragraphs 602. Rearrange sentences to improve the logic and coherence of a complex paragraph 603. Add a sentence to introduce or conclude a fairly complex paragraph	601. Correct redundant material that involves sophisticated vocabulary and sounds acceptable as conversational English (e.g., "an aesthetic viewpoint" versus "the outlook of an aesthetic viewpoint") 602. Correct vague and wordy or clumsy and confusing writing containing sophisticated language	601. Use sentence-combining techniques, effectively avoiding problematic comma splices, run-on sentences, and sentence fragments, especially in sentences containing compound subjects or verbs 602. Maintain a consistent and logical use of verb tense and pronoun person on the basis of information in the paragraph or essay as a whole	601. Correctly use reflexive pronouns (e.g., themselves) and possessive pronouns (e.g., your, whose) to relate pronouns who and whom 602. Ensure that a verb agrees with its subject in unusual situations (e.g., "It subject-verb intro is inverted or whose subject is an indefinite pronoun)
33-36†	701. Determine whether a complex essay has accomplished a specific purpose 702. Add a phrase or sentence to accomplish a complex purpose, often expressed in terms of the main focus of the essay	701. Consider the need for introductory sentences or transitions, basing decisions on a thorough understanding of both the logic and rhetorical effect of the paragraph and essay	701. Delete redundant material that involves subtle connotation or that is redundant in terms of the paragraph as a whole	701. Work comfortably with long sentences and complex clause relationships within sentences, avoiding weak conjunctions between independent clauses and maintaining parallel structure between clauses	701. Provide idiomatically and contextually appropriate prepositions following various situations involving sophisticated logic or ideas 702. Ensure that a verb agrees with its subject when a phrase or clause between the two suggests a different number of verbs

EXPLORE®

## TEST QUESTION ANALYSIS ACTIVITY BOOKLET

### EXPLORE COLLEGE READINESS STANDARDS

#### Contents

This booklet contains information to help you complete the workshop activity for each of the four content areas EXPLORE measures:

Page	
Description of the Workshop Activity (all four content areas) .....	1
English (essay, selected test questions, guiding questions, and worksheet) .....	2
Mathematics (selected test questions, guiding questions, and worksheet) .....	4
Reading (passage, selected test questions, guiding questions, and worksheet) .....	6
Science (passage, selected test questions, guiding questions, and worksheet) .....	9

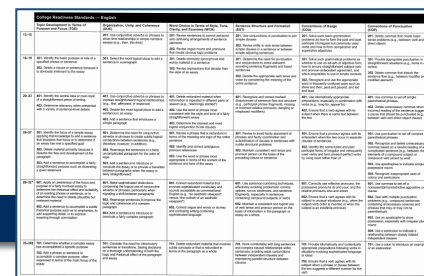
ACT®

IC 0402WK060

## Test Question Analysis Activity

Find and briefly review the College Readiness Standards table for your respective content area.

**Note:** The CRS are organized both by score range (along the left-hand side) and by strand (across the top).



Score Range	Strand 1	Strand 2	Strand 3	Strand 4	Strand 5
12-14	...	...	...	...	...
14-16	...	...	...	...	...
16-18	...	...	...	...	...
18-20	...	...	...	...	...
20-22	...	...	...	...	...
22-24	...	...	...	...	...
24-26	...	...	...	...	...
26-28	...	...	...	...	...
28-30	...	...	...	...	...
30-32	...	...	...	...	...
32-34	...	...	...	...	...
34-36	...	...	...	...	...
36-38	...	...	...	...	...
38-40	...	...	...	...	...
40-42	...	...	...	...	...
42-44	...	...	...	...	...
44-46	...	...	...	...	...
46-48	...	...	...	...	...
48-50	...	...	...	...	...

# Test Question Analysis Activity

## College Readiness Standards — Mathematics

	Basic Operations & Applications (BOA)	Probability, Statistics, & Data Analysis (PSD)	Numbers: Concepts & Properties (NCP)
13–15	<p><b>201.</b> Perform one-operation computation with whole numbers and decimals</p> <p><b>202.</b> Solve problems in one or two steps using whole numbers</p> <p><b>203.</b> Perform common conversions (e.g., inches to feet or hours to minutes)</p>	<p><b>201.</b> Calculate the average of a list of positive whole numbers</p> <p><b>202.</b> Perform a single computation using information from a table or chart</p>	<p><b>201.</b> Recognize equivalent fractions and fractions in lowest terms</p>
16–19	<p><b>301.</b> Solve routine one-step arithmetic problems (using whole numbers, fractions, and decimals) such as single-step percent</p> <p><b>302.</b> Solve some routine two-step arithmetic problems</p>	<p><b>301.</b> Calculate the average of a list of numbers</p> <p><b>302.</b> Calculate the average, given the number of data values and the sum of the data values</p> <p><b>303.</b> Read tables and graphs</p> <p><b>304.</b> Perform computations on data from tables and graphs</p> <p><b>305.</b> Use the relationship between the probability of an event and the probability of its complement</p>	<p><b>301.</b> Recognize one-digit factors of a number</p> <p><b>302.</b> Identify a digit's place value</p>
20–23	<p><b>401.</b> Solve routine two-step or three-step arithmetic problems involving concepts such as rate and proportion, tax added, percentage off, and computing with a given average</p>	<p><b>401.</b> Calculate the missing data value, given the average and all data values but one</p> <p><b>402.</b> Translate from one representation of data to another (e.g., a bar graph to a circle graph)</p>	<p><b>401.</b> Exhibit knowledge of elementary number concepts including rounding, primes,</p>

# Guiding Questions for the Test Question Analysis Activity

## Guiding Questions for English Workshop Activity

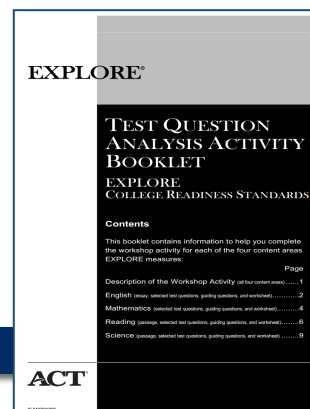
1. What judgment or editing decision (e.g., choosing transition words, correcting verb tense, determining the purpose of the essay) is the student asked to make in the test question?
2. Which strand most directly addresses that judgment or editing decision?
3. Which standard within that strand (and score range) do you think best describes the test question?
4. Think of one classroom activity that you've used successfully that either requires students to use the skill you've identified or that helps students learn the skill you've identified. Please informally describe that activity to your fellow educators.

English: p. 3

Math: p. 5

Reading: p. 7

Science: p. 9



## Guiding Questions for the Activity

### Sample Test Question

#### Score Range 24–27

8. Which of the following lists the fractions  $\frac{4}{7}$ ,  $\frac{5}{9}$ , and  $\frac{2}{3}$  in order from least to greatest?

F.  $\frac{2}{3} < \frac{4}{7} < \frac{5}{9}$

G.  $\frac{4}{7} < \frac{5}{9} < \frac{2}{3}$

H.  $\frac{4}{7} < \frac{2}{3} < \frac{5}{9}$

J.  $\frac{5}{9} < \frac{2}{3} < \frac{4}{7}$

\*K.  $\frac{5}{9} < \frac{4}{7} < \frac{2}{3}$

#### Knowledge and Skills:

Knowledge of fractions and relationships of numbers

1. Read the sample test questions (and their corresponding passage, if applicable).
2. Determine and record the knowledge and skill required by each test question.

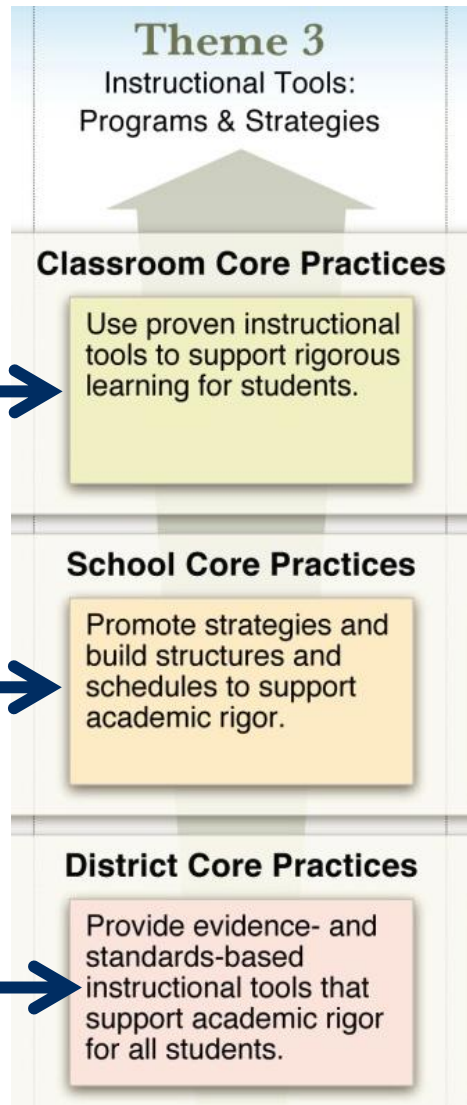
## Guiding Questions for the Activity

Sample Test Question	Strand(s) College Readiness Standards
<p><b>Score Range 24–27</b></p> <p>8. Which of the following lists the fractions <math>\frac{4}{7}</math>, <math>\frac{5}{9}</math>, and <math>\frac{2}{3}</math> in order from least to greatest?</p> <p>F. <math>\frac{2}{3} &lt; \frac{4}{7} &lt; \frac{5}{9}</math></p> <p>G. <math>\frac{4}{7} &lt; \frac{5}{9} &lt; \frac{2}{3}</math></p> <p>H. <math>\frac{4}{7} &lt; \frac{2}{3} &lt; \frac{5}{9}</math></p> <p>J. <math>\frac{5}{9} &lt; \frac{2}{3} &lt; \frac{4}{7}</math></p> <p>*K. <math>\frac{5}{9} &lt; \frac{4}{7} &lt; \frac{2}{3}</math></p> <p><b>Knowledge and Skills:</b></p> <p>Knowledge of fractions and relationships of numbers</p>	<p>3. Determine which strand(s) and Standards link to each test question.</p> <p>502 (Order Fractions)</p> <p>4. Write the College Readiness Standard Number and the Strand abbreviation.</p>

# Instructional Connections

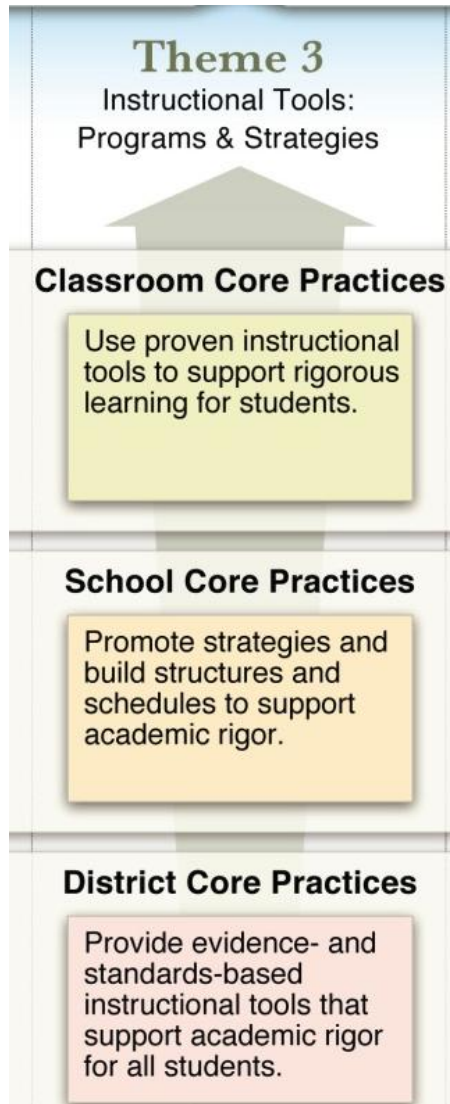


# Instructional Tools: Program & Strategies



- **District Role:**  
Provide evidence- and standards-based instructional tools that support academic rigor for all students.
- **School Role:**  
Promote strategies and build structures and schedules to support academic rigor.
- **Classroom Role:**  
Use proven instructional tools to support rigorous learning for students.

# School Leaders' Role in Instructional Tools: Programs & Strategies



**Core Practice:** Promote strategies and build structures and schedules to support academic rigor.

## School Critical Actions

- Support for rigorous coursework
- High-yield instructional strategies
- Master schedule

---

## Excel High School

Boston Public Schools, MA

School leaders and teachers worked together to increase rigor in the curriculum and course offerings. The math department is always working to get more students to **take and succeed in advanced coursework**. Students get confidence from taking AP classes, because they understand what college-level work looks like. Students who opt to take AP Calculus must first complete **a summer class** at nearby Northeastern University to strengthen and review the skills and content they learned in pre-calculus.

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## Los Amigos High School

Garden Grove Unified School District, CA

Throughout the day, teachers across the campus **reinforce school-wide practices** such as use of interactive notebooks and Cornell Notes that strengthen organizational skills and participation.

---

## Lawndale High School

Centinela Valley Union High School District, CA

By **embedding intervention opportunities in the schedule**, educators in Centinela Valley further ensure student access to needed support and **minimize disruption to regular instruction**. At Lawndale, educators create a common period each week for each grade level, called the 4SR, which allows educators to conduct additional math instruction without interrupting regular instructional time.

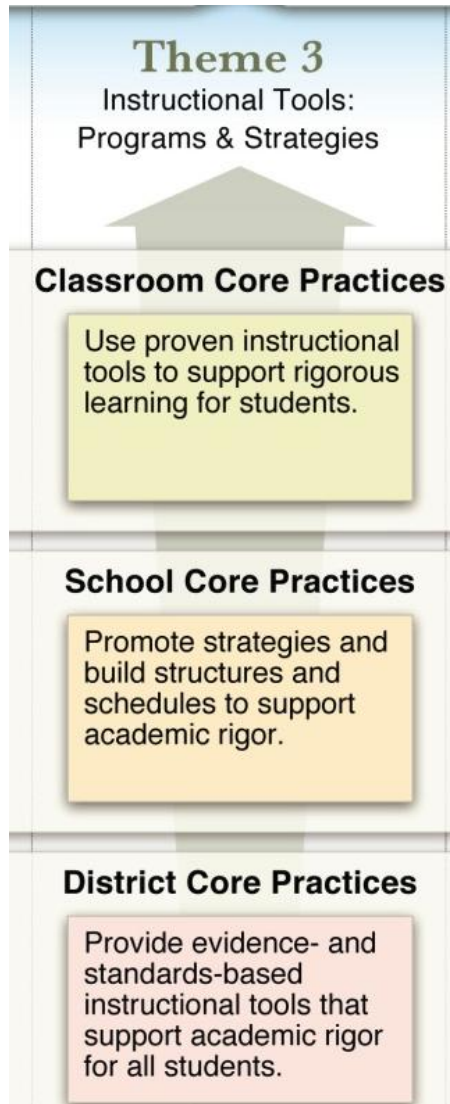
# El Monte High School

El Monte Union High School District, CA

For leaders, the core question has become: **Are the most qualified teachers also teaching the students most in need?** When creating the school's master schedule, El Monte leadership specifically considers and ensures that:

1. all teachers are teaching both struggling and higher level students
2. conference periods are spread throughout the school day
3. all subgroups have the opportunity to combine general studies with higher level classes
4. programs are available to students through AVID, honors, and AP courses.

## Classroom Teachers' Role in Instructional Tools: Programs & Strategies

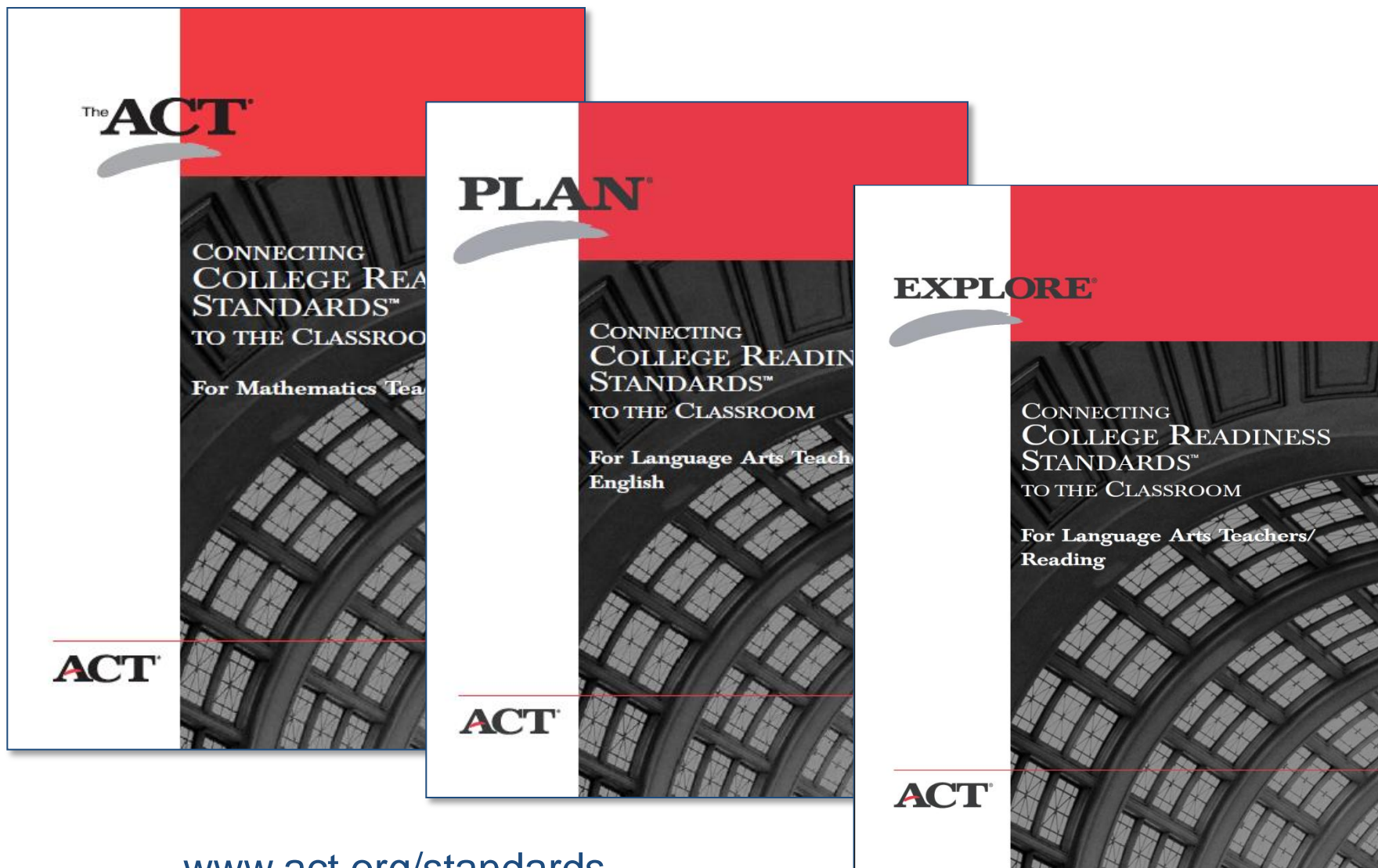


**Core Practice:** Use proven instructional tools to support rigorous learning for students.

### Critical Actions

- High-yield instructional strategies
- Instructional programs as tools
- Instructional time as a tool

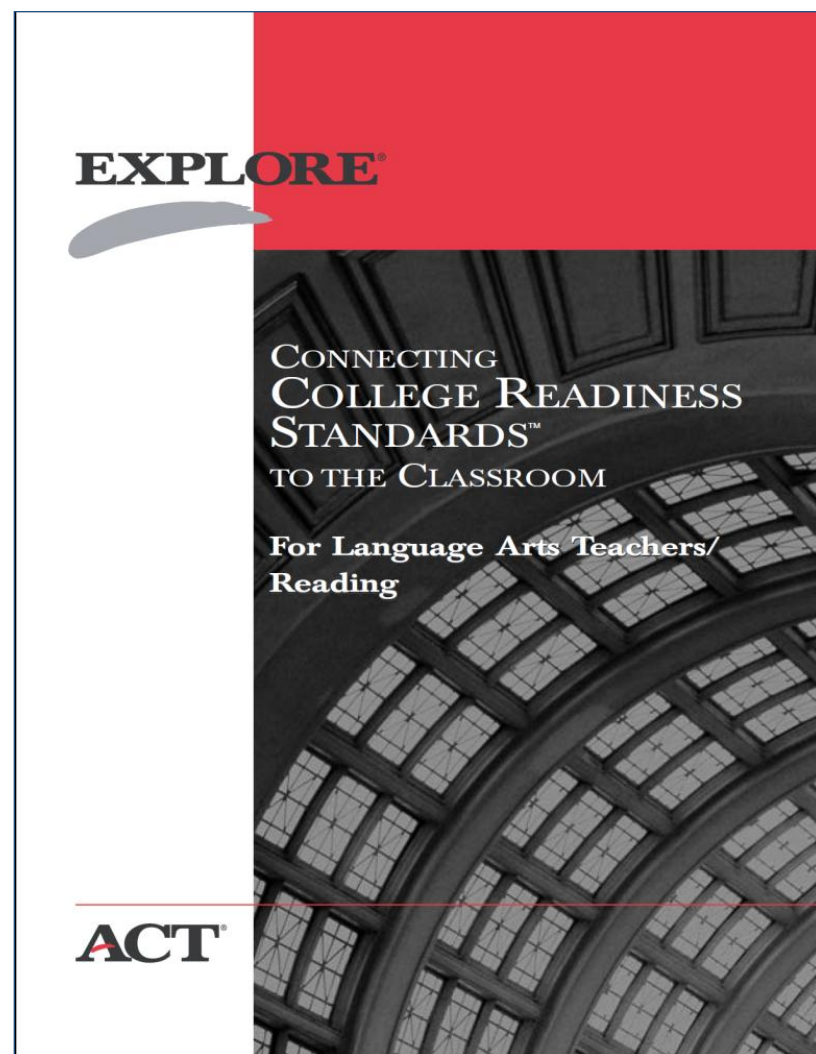
# Instructional Support Resources at ACT



[www.act.org/standards](http://www.act.org/standards)

## Instructional Support Resources

- Examples of test items by Strand by Score Range
- Suggestions for strategies and assessments by Strands
- **Special Section:** Using assessment information to help support low-scoring students



# Examples of Test Items by Score Range

Table 3: **EXPLORE Sample Test Questions by Score Range**  
*Basic Operations & Applications Strand*

<b>Score Range</b>	<b>Basic Operations &amp; Applications</b>	<b>Sample Test Questions</b>
<b>13–15</b>	<p>Perform one-operation computation with whole numbers and decimals</p> <p><b>Solve problems in one or two steps using whole numbers</b></p> <p>Perform common conversions (e.g., inches to feet or hours to minutes)</p>	<p>Central High’s musical event must make \$780 in order to break even. If each ticket costs \$6, how many tickets must be sold to break even?</p> <p>A. 125  <b>*B. 130</b>            C. 138            D. 180            E. 774</p>
<b>16–19</b>	<p><b>Solve routine one-step arithmetic problems (using whole numbers, fractions, and decimals) such as single-step percent</b></p> <p>Solve some routine two-step arithmetic problems</p>	<p>What is 12% of 60 ?</p> <p>A. 6  <b>*B. 7.2</b>            C. 12            D. 48            E. 72</p>
<b>20–23</b>	<p>Solve routine two-step or three-step arithmetic problems involving concepts such as rate and proportion, tax added, percentage off, and computing with a given average</p>	<p>A student on the local softball team has batted 40 times and has 24 hits. At this rate, how many hits will she have if she bats 100 times?</p> <p>A. 48  <b>*B. 60</b>            C. 68            D. 72            E. 84</p>

# Suggestions for Instruction and Assessment by CRS Strand

## Linking Instruction and Assessment

Strands: *Basic Operations & Applications; Graphical Representations; Measurement*

### Guiding Principles

- “[Students should] understand and apply reasoning processes, with special attention to spatial reasoning and reasoning with proportions and graphs.” (NCTM, 1989, p. 81)
- “In order to develop mathematical power in all students, assessment needs to support the continued mathematics learning of each student.” (NCTM, 1995, p. 6)

## COMPARING VALUES

### College Readiness Standards

- Solve routine two-step or three-step arithmetic problems involving concepts such as rate and proportion, tax added, percentage off, and computing with a given average
- Estimate or calculate the length of a line segment based on other lengths given on a geometric figure
- Locate points in the coordinate plane

### Description of the Instructional Activity

The teacher could have the class brainstorm about different types of comparisons of two numbers or values (e.g., distance per a length of time, ratio of boys to girls in the class) and discuss when and why the numbers are compared. The class could also explore how the rate or ratio of one set of numbers could be used to find an equivalent rate or ratio.

Pairs of students could use manipulatives to explore several relationships to find the constant of proportionality (e.g., comparing the diameter of a circular object to its circumference or comparing lengths of corresponding sides of similar figures, using a figure and its image on an overhead screen or on scaled photocopies). Students could use these constants or proportions to determine an unknown value given one of the values (e.g., estimate the size of something unknown in the picture such as Godzilla’s toe based on the size of something familiar in the picture).

The class could discuss different methods used to solve proportions and then conjecture when one method would be preferable to the other(s) (e.g., using cross-products, computing the constant of proportionality). Students could practice using the various methods.

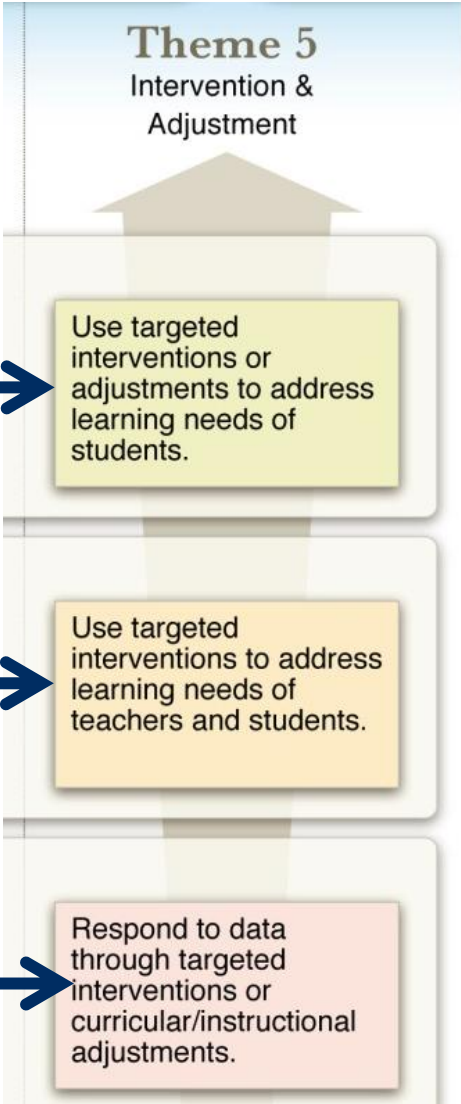
# Intervention Connections



## Intervention & Adjustment

### Theme 5

Intervention &  
Adjustment



Use targeted interventions or adjustments to address learning needs of students.

Use targeted interventions to address learning needs of teachers and students.

Respond to data through targeted interventions or curricular/instructional adjustments.

- **District Role:**  
Respond to data through targeted interventions or curricular/instructional adjustments.
- **School Role:**  
Use targeted interventions to address learning needs of teachers and students.
- **Classroom Role:**  
Use targeted interventions or adjustments to address learning needs of students.

## Two Ways to Think About Intervention

### Above-the-line Thinking and Problem Solving

- “What can I use in my classroom tomorrow to motivate my students?”
- “Our students struggled with dividing fractions. What interventions can we plan to help them?”

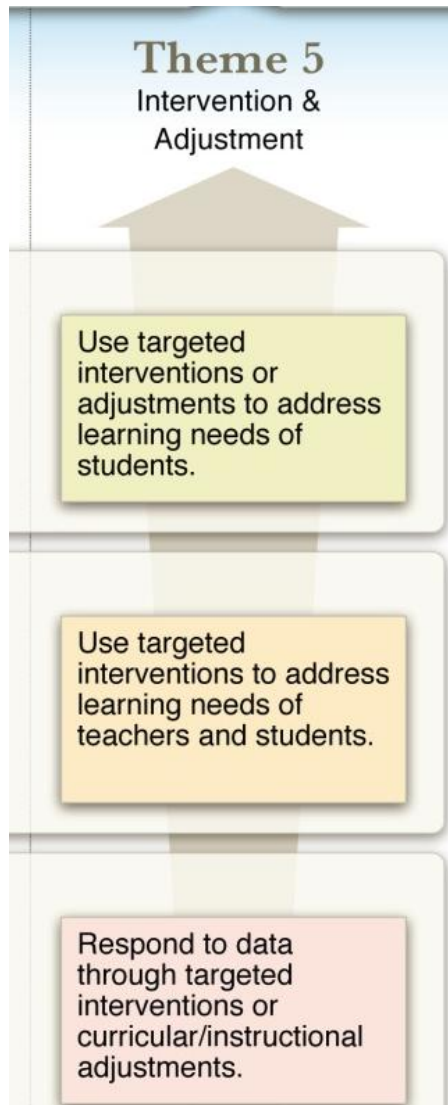
Teacher/Student  
Learning Need



### Below-the-line Thinking and Problem Solving

- “What are the primary causes for students to lack motivation in a classroom? And which of these causes can be dealt with systemically?”
- “What pre-requisite skills to fractions are not being introduced and mastered early enough?”

## District Leaders' Role in Intervention & Adjustment



**Core Practice:** Respond to data through targeted interventions or curricular/instructional adjustments.

### Critical Actions

- Interventions for schools
- Interventions for students
- Adjustments to curriculum and instructional resources

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## Tampa Bay Technical High School

School District of Hillsborough County, FL

With teacher involvement, educators review curriculum materials to determine the need for revision and focus on alignment. During curriculum reviews for strengths and weaknesses, **“if we see something consistent at a grade level, then it drives us to go and look at the curriculum at that grade level and the one before.”** Every summer during district-wide planning, educators, for instance, ensure vertical articulation or rewrite district assessment items.

# Item Response Summary Report

## Introduction

- Provides data on the item-by-item performance of your students.
- Is a very useful tool for curriculum review when used along with the test booklet.

October 07, 2012      OO# 9876543      PN: 11111111      000001

	 <b>EXPLORE®</b>  <b>Your Score Report</b>	EXAMPLE, STUDENT  ID#: 1234567890 GRADE: 8  CLASS/GROUP NAME: SMITH
SCHOOL NAME: EXAMPLE MIDDLE SCHOOL	SCHOOL CODE: 000000	TEST FORM: SM6

TEST DATE: October 2012

Test Form

# Item Response Summary Report

2012-2013 PLAN Item Response Summary Report - Test Form: SM2  
School Report - Grade 10

Page: 3  
Code: 44444444  
SAMPLE HIGH SCHOOL

**TABLE 2: Item-Response Summary for Mathematics**

Item Number	Percent of report group selecting each option, by response position						REFERENCE group percentage correct	Percentage difference (report group minus reference group percentage correct)			Item Number																																																		
	Asterisks mark correct responses.							Report group responded correctly																																																					
	A / F %	B / G %	C / H %	D / J %	E / K %	Omit %		Less often	As often	More often																																																			
Pre-Algebra																																																													
1	13	6	*74	4	2	1	76		-2		1																																																		
2	3	5	6	2	*83	1	78		5		2																																																		
3	5	3	8	3	*79	1	76		3		3																																																		
6	*80	2	2	15	1	0	71		9		6																																																		
11	9	8	11	*53	14	5	46		7		11																																																		
18	5	6	15	14	*56	4	46			10	18																																																		
19	*52	3	7	14	18	5	58		-6		19																																																		
20	6	8	14	20	*41	10	30		5		20																																																		
21	24	4	15	9	*39	9	38		1		21																																																		
23	*25	43	4	13	4	10	37	-12			23																																																		
28	21	*18	5	24	10	23	16		2		28																																																		
29	4	5	*38	22	9	22	44		-6		29																																																		
31	5	4	*41	11	12	28	45		-4		31																																																		
34	8	6	11	*21	10	43	31	-10			34																																																		
Avg. % Correct																																																													
<table><tr><td>11</td><td>12</td><td>*44</td><td>8</td><td>12</td><td>6</td><td>19</td><td>41</td><td>3</td><td>25</td></tr><tr><td>25</td><td>9</td><td>9</td><td>14</td><td>*13</td><td>9</td><td>46</td><td>20</td><td>-7</td><td>36</td></tr><tr><td>37</td><td>8</td><td>10</td><td>*13</td><td>13</td><td>5</td><td>51</td><td>20</td><td>-7</td><td>37</td></tr><tr><td>39</td><td>*9</td><td>14</td><td>9</td><td>9</td><td>7</td><td>51</td><td>14</td><td>-5</td><td>39</td></tr><tr><td colspan="7">Avg. % Correct</td><td>41%</td><td></td><td></td></tr></table>												11	12	*44	8	12	6	19	41	3	25	25	9	9	14	*13	9	46	20	-7	36	37	8	10	*13	13	5	51	20	-7	37	39	*9	14	9	9	7	51	14	-5	39	Avg. % Correct							41%		
11	12	*44	8	12	6	19	41	3	25																																																				
25	9	9	14	*13	9	46	20	-7	36																																																				
37	8	10	*13	13	5	51	20	-7	37																																																				
39	*9	14	9	9	7	51	14	-5	39																																																				
Avg. % Correct							41%																																																						

# Application Exercise

## Item Response Summary Report

- Pick one content area.
- Circle the asterisked numbers (correct answers) for each question.

2012-2013 PLAN Item Response Summary Report - Test Form: SM2

Page: 3

School Report - Grade 10

Code: 44444444

PLAN Reporting Package

SAMPLE HIGH SCHOOL

SAMPLE CITY, SAMPLE STATE

Reference Group: Fall 10

Total Students In Report: 1840

TABLE 2: Item-Response Summary for Mathematics

Item Number	Percent of report group selecting each option, by response position						REFERENCE group percentage correct	Percentage difference (report group minus reference group percentage correct)			Item Number		
	Asterisks mark correct responses.							Report group responded correctly					
	A / F %	B / G %	C / H %	D / J %	E / K %	Omit %		Less often	As often	More often			
Pre-Algebra													
1	13	6	*74	4	2	1	76		-2		1		
2	3	5	6	2	*83	1	78		5		2		
3	5	3	8	3	*79	1	76		3		3		
6	*80	2	2	15	1	0	71		9		6		
11	9	8	11	*53	14	5	46		7		11		
18	5	6	15	14	*56	4	46			10	18		
19	*52	3	7	14	18	5	58		-6		19		
20	6	8	14	20	*41	10	36				20		
21	24	4	15	9	*39	5	38				21		
23	*25	43	4	13	4	10	37				23		
28	21	*18	5	24	10	23	16				28		
29	4	5	*38	22	9	22	45		-3		29		
31	5	4	*41	11	12	28	45		-4		31		
34	8	6	11	*21	10	43	31	-10			34		
Avg. % Correct		50%					50%						

*\*Asterisked numbers are  
CORRECT answers.*

\*Asterisked numbers are  
CORRECT answers.

---

## Application Exercise

Analysis

Look for the following patterns:

- Dramatic differences from the reference group
- High percentages clustered around a wrong answer
- High percentages of omitted questions

Do any of these situations occur more frequently for some domains than others?

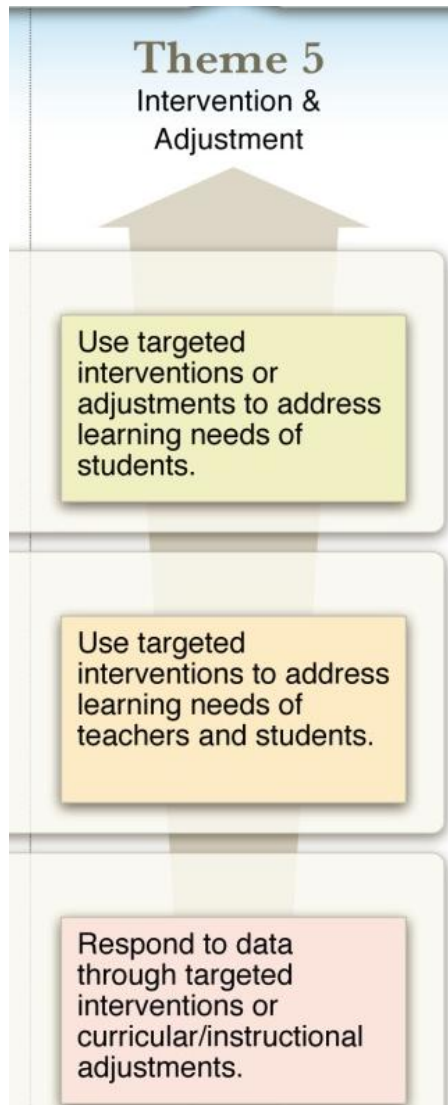
TABLE 2: Item-Response Summary for Mathematics

		Percent of report group selecting response, by response position						Percentage difference (report group minus reference group percentage correct)		
Item Number	A / F %	B %	Report group responses			REFERENCE group percentage correct	Report group response difference		Item Number	
			D %	E / K %	Omit %		Less often	More often		
Pre-Algebra										
1	13	6	*74	7	1	76			1	
2	3	5	6	2		78			2	
3	5	3	8	3		79			3	
6	*80	2	2	15	1	76			6	
11	9	8	11	*53	14	76	7		11	
18	5	6	15			76		10	18	
19	*52	3	7			76	-6		19	
20	6	8	1			76	5		20	
21	24	4			9	76	1		21	
23	*25	43	4	18	10	76	-12		23	
28	21	*18	5	24	10	76	2		28	
29	4	5	*38	22	9	76	-6		29	
31	5	4	*41	11	12	76	-4		31	
34	8	6	11	*21	43	31	-10		34	
Avg. % Correct		50%					50%			

Dramatic Difference from Reference Group Cluster

High Percentage Omitted

# Classroom Teachers' Role in Intervention & Adjustment



**Core Practice:** Use targeted interventions or adjustments to address learning needs of students.

## Critical Actions

- Classroom-level interventions
- School-level interventions
- Enrichment for early mastery

---

## Long Beach Unified School District

Broad Prize for Urban Education Winner

- Three-week Kinder Camps: support students not fully prepared for kindergarten
- Better Learning After School Today (BLAST): support high school students
- Transitional Ninth Grade (T9) Program: supports any student with two F's as an eighth grader
  - attends summer school
  - content-intensive T-9 program in 9th grade
  - summer school following 9<sup>th</sup> grade.

---

## Wayne-Westland Community Schools, MI

- Student grouping for additional support classes provides individual and small-group instruction possibilities. High schools in the district offer Algebraic Foundations, **a class offered in conjunction with Algebra I for ninth-grade students** identified in middle school as needing additional help. The class sizes are small, so students get the help and attention they need during the additional hour of math instruction.

---

## Westside Middle School

Westside Consolidated School District, AR

"There's one really big thing that helps me and that's the Title I math [program]. I give them my lesson plans a few days ahead of time, and then they make lessons that go along with what I'm doing. They actually **teach the skills before I teach them** and those students come in there able to answer questions and feel good about themselves. It has really helped a lot. I love that."

# Intervention Planning

## Item Response Summary and Suggestions for Improvement

SUBSCORE AREA (u = Usage; r = Rhetorical Skills)			
Question	Correct Answer	Your Answer	Subscore
1	A	+	r
2	H	+	u
3	B	A	r
4	H	+	u
5	A	+	u
6	G	+	u
7	C	+	u
8	F	+	r
9	A	+	u
10	H	+	u
11	C	B	r
12	F	+	u
13	D	A	u
14	G	+	u
15	B	+	r
16	F	+	u
17	D	C	r
18	J	+	r
19	C	+	u
20	H	G	u
21	C	+	r
22	G	+	u
23	B	+	u
24	H	+	u
25	D	+	r
26	G	F	u
27	A	+	u
28	H	+	u
29	C	D	u
30	J	+	r
31	A	+	r
32	G	+	u
33	D	+	r
34	F	H	u
35	A	+	r
36	H	G	r
37	B	C	u
38	G	+	u
39	A	+	r
40	H	J	u

English

- You correctly answered 29 out of 40 questions.
- You omitted 0 questions.
- You incorrectly answered 11 questions.

More Info at [www.explorestudent.org](http://www.explorestudent.org)

Answers.  
Answer

Suggestions for improving your skills are based on your scores.

### What you can:

George Orwell, James Baldwin, Sandra Cisneros, or Tony Hillerman

sophisticated essays

the paper you wrote

sentences that don't fit the topic

compare-contrast papers, using appropriate transition words or phrases

your paper and mark parts where more information is needed

in papers (present startling information, a question, main points, etc.);  
the rest of the paper

### Usage

phrases like "In the past, . . ."

become familiar with commonly used idioms like "hold your horses"

check each verb to make sure it matches the subject in number and person, even when other nouns are between them

### uation

use commas to set off expressions that aren't essential to the sentence (for example, "Bob, in spite of all the bad reviews, wanted to see the movie.")

delete commas that create unnecessary pauses, as in "He walked[,] by quickly."

---

## Roster 1: Early Intervention Roster

- School-level reports that identify students who fall into three categories:
  - **Roster 1:** Students indicating they do not plan to finish high school or have no post-high school educational plans

---

## Roster 2: Coursework Intervention

- **Roster 2:**

**ACT Explore:** Students scoring below the national 10<sup>th</sup> percentile

**ACT Plan:** students with

- 2a) composite score of **16 or higher** who reported they **have no plans** to go to college
- 2b) reported that they plan to attend college but earned a composite score of **15 or less**, or reported that they **do not plan** to take college core coursework.

---

## Roster 3: Need for Assistance

- **Roster 3:** Students who expressed a need for help in a particular area
  - Educational/career planning
  - Improving writing skills
  - Improving reading speed and comprehension
  - Improving study skills
  - Improving mathematical skills
  - Improving computer skills
  - Improving public speaking

This roster can help you identify instructional needs, design intervention strategies, and assist students with reaching their academic and career goals.

# ACT Plan Early Intervention Rosters

## Roster 3: Need for Assistance

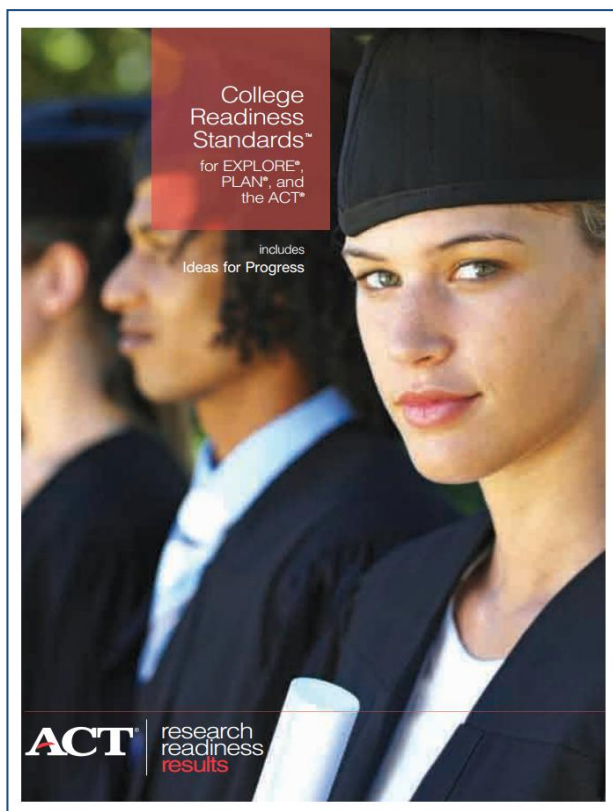
Are we providing programs or services to meet our students' needs?

2012-2013 PLAN Profile Summary Report: Early Intervention Rosters											
School Report - Grade 10											
PLAN Reporting Package											
Page: 4											
Code: 44444444											
SAMPLE HIGH SCHOOL											
SAMPLE CITY, SAMPLE STATE											
Nation	Area of need										
	Plans After HS	Writing Skills	Read	Study Skills	Math Skills	Comp Skills	Public Speaking				
Student Name	X		X	X	X		X				
LASTNAME	X			X		X					
LASTNAME											
LASTNAME	X			X	X						
LASTNAME	X	X	X	X	X		X				
LASTNAME		X		X							
LASTNAME	X	X	X		X	X	X				
LASTNAME		X	X								
LASTNAME	X			X							
LASTNAME	X	X	X	X	X	X	X				
LASTNAME18, FIRSTNAME18	16	18	17	15	17	X	X	X	X	X	
LASTNAME19, FIRSTNAME19	15	25	16	18	19	X	X	X	X		
LASTNAME20, FIRSTNAME20	12	16	15	17	15	X		X			
LASTNAME21, FIRSTNAME21	13	16	20	17	17	X			X		
LASTNAME22, FIRSTNAME22	22	21	21	21	21	X				X	X
LASTNAME23, FIRSTNAME23	13	16	14	16	15			X	X		
LASTNAME24, FIRSTNAME24	18	17	17	18	18		X			X	
LASTNAME25, FIRSTNAME25	15	14	13	17	15	X	X	X	X	X	X
LASTNAME26, FIRSTNAME26	19	16	19	16	18				X		
LASTNAME27, FIRSTNAME27	20	28	22	22	23	X					
LASTNAME28, FIRSTNAME28	22	26	25	23	24	X		X	X		
LASTNAME29, FIRSTNAME29	14	25	17	21	19						X
LASTNAME30, FIRSTNAME30	26	22	20	22	23	X		X	X		X
LASTNAME31, FIRSTNAME31	12	16	14	14	14			X		X	
LASTNAME32, FIRSTNAME32	18	30	22	29	25		X	X			
LASTNAME33, FIRSTNAME33	22	19	21	22	21			X			
LASTNAME34, FIRSTNAME34	20	17	16	21	19	X	X	X	X		
LASTNAME35, FIRSTNAME35	14	16	14	17	15	X		X	X		
LASTNAME36, FIRSTNAME36	21	22	23	22	22				X		X

# Supporting Resources



# Long-Term Test Prep



## COLLEGE READINESS



## ISSUES IN COLLEGE READINESS

### What Kind of Test Preparation Is Best?

#### Introduction

The ACT is an achievement test—it indicates what students are ready to learn next by measuring what they currently know and can do. Given the content and philosophy of the ACT, the approach that is most likely to increase ACT scores is high school coursework, because much of the knowledge and skills that are taught in high school are being measured on the ACT. The ACT was designed to reflect high school course taking, and as such it is a good measure of overall high school preparation by subject area and of student readiness for college or work after high school.

It would stand to reason that long-term learning in school, rather than cramming and coaching, would be the obvious best form of test preparation for the ACT. Earning high scores on the ACT is not simply a matter of innate ability or short-term preparation, but reflects a level of achievement resulting from planning, hard work, and dedication. To test this assumption, we can compare the score increases achieved by students who participated in various short-term test preparation activities to those associated with the longer-term preparation that students receive in planning for and taking college preparatory courses in high school.

#### Effects of Short-Term Test Preparation

Several studies conducted between the early 1990s and 2003 examined ACT score increases attributable solely to short-term test preparation activities using repeat test takers and cross-sectional samples of students who took the test at given time points. The typical student reported spending fewer than 10 hours preparing for the ACT. The greatest short-term benefits were associated with participation in commercial test preparation courses and test preparation workshops offered by local schools and with use of test preparation computer software. The next highest benefits of short-term preparation were those gained from use of selected commercial workbooks. (Other research shows that the effects of activities such as commercial test preparation classes and test preparation tutoring on ACT subject test scores were even smaller: score increases associated with these activities did not exceed one point for ACT English, Mathematics, or Reading [Briggs, 2001].)

#### Effects of Longer-Term Test Preparation

ACT research has continually demonstrated the benefits of taking longer-term, college preparatory coursework for increasing ACT scores, *regardless of students' prior achievement in high school*. As long as students enter these courses ready to learn, all of them can benefit. Increases in ACT Composite score associated with high school coursework are substantially larger than those associated with these short-term test preparation activities, regardless of the type of activity.



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www.explorestudent.org  
 www.planstudent.org  
 www.actstudent.org

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What Your Score Tells You

Thinking About Your Future

**Quick Links**

Follow the World-of-Work Map to Your Future Career

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All About the Test

Tips for Doing Your Best

What Your Score Report Tells You

Thinking About Your Future

**Quick Links**

Follow the World-of-Work Map to Your Future Career

How do your scores match college requirements?

**The ACT**

Home **Registration** Test Prep Score College Planning Financial Aid Career Planning Student Blog FAQs

Enter keyword(s)

**Information**

- Test dates and deadlines
- Change your registration
- Writing Test option
- Admission ticket
- Find out if your calculator is allowed
- View your scores
- Send your scores
- Retake the test
- Students with disabilities

**ACT Codes**

- Test Center Codes (U.S. and Canada)
- Test Center Codes (International)
- College and Scholarship Codes
- High School Codes

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Learn how to create an account if you've:

[never tested](#) | [tested before](#)

★ If you want to send your scores from past test dates to colleges, sign up or log in above.

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**Rescheduled Test Centers: Oct. 22 Test Date**

**DECEMBER 10 2011**

**Registration Deadline:** November 4, 2011

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**See the Winners**

**Prepare**

**ACT Online Prep™**

Question of the Day

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# ACT Resources for Parents

ACT Parent Website



The screenshot shows the ACT Parent Website interface. At the top, there is a banner with a photo of three people (two women and one man) smiling and holding a rolled-up diploma tied with a blue ribbon. To the right of the photo, the text "Information for Parents" is displayed in a large, serif font. The ACT logo is in the top right corner. Below the banner, there is a navigation bar with a link "en Español" on the left and a search bar on the right with the placeholder text "Enter keyword(s)" and a "SEARCH" button. On the left side, there is a vertical menu with the following items: "Information for Parents", "Test FAQ", "College Planning", "Student Stories", "Parent Newsletter", and "Tools & Resources". The main content area is divided into two columns. The left column has a section titled "College Planning Help for Parents" with a sub-section "Today's Feature" containing the text "Find out how [colleges use ACT test scores.](#)" and a link "[ACT test dates & registration deadlines](#)". Below this is a section titled "Resources For Students" with the text "We have information on our student site about:". The right column shows the date "August 2, 2013" and two promotional banners. The top banner features a close-up of a car headlight and the text "Subscribe to our **parent newsletter**". The bottom banner features the text "Shop the **ACT Store**" next to a shopping cart icon.

Information for Parents

en Español

Enter keyword(s) SEARCH

Information for Parents

Test FAQ

College Planning

Student Stories

Parent Newsletter

Tools & Resources

**College Planning Help for Parents**

**Today's Feature**

Find out how [colleges use ACT test scores.](#)

[ACT test dates & registration deadlines](#)

**Resources For Students**

We have information on our student site about:

August 2, 2013

Subscribe to our **parent newsletter**

Shop the **ACT Store**

[www.actparent.org](http://www.actparent.org)

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# ACT Resources for Educators

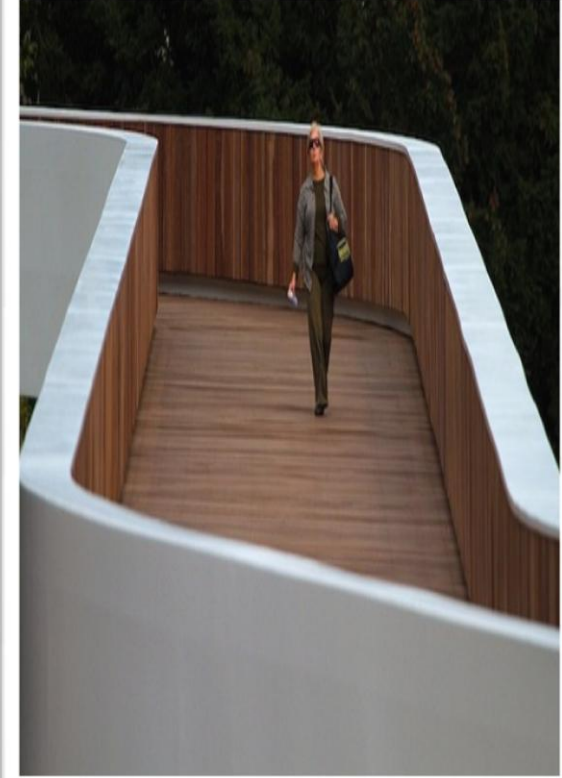
ACT Learning Events

You can download:

- Workshop workbooks
- Why Take ACT Explore/ACT Plan/The ACT?
- Opening Your Data File
- Essay View
- Sample Parent Letters
- Technical Manuals
- Interpretation presentations and videos
- Live and on-demand webinars

**<http://www.act.org/learningevents/resources>**

## Building the system...



to support College and Career Readiness

---

## Additional Resources

Future events: [www.act.org/learningevents](http://www.act.org/learningevents)

**Call Customer Service Explore/Plan**

877 789 2925

**Customer Service for ACT**

800 553 6244 ext. 2800

**Jessica Steinbrenner**

[Jessica.steinbrenner@wyo.gov](mailto:Jessica.steinbrenner@wyo.gov)

307-777-8568

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# Thank you

for all you do to assist educators and students to  
improve student achievement.

# Have a great school year!