EXPLORE, PLAN, and ACT Data Retreat

Spring 2012

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Connector Activity

District-wide Approach

ACT	11th Grade
D-Commissioned ACT	11th Grade
PLAN	10th Grade
D-Commissioned PLAN	9th Grade
EXPLORE	8th Grade
D-Commissioned EXPLORE	7th Grade

Be sure everyone in your district team is introduced.

As a vertical team, list **three positives** that can come out of vertical team collaboration.

Outcomes

- Set the stage for using a district lens when analyzing ACT EXPLORE, ACT PLAN, and ACT data
- Share test reports included in package and types of data included in specific reports
- Analyze EXPLORE, PLAN, and ACT data to identify
  - patterns and trends across protocols
  - patterns and trends year to year
- Dialogue implications for:
  - CCSS
  - HSCE
  - Instructional practice
  - Next steps

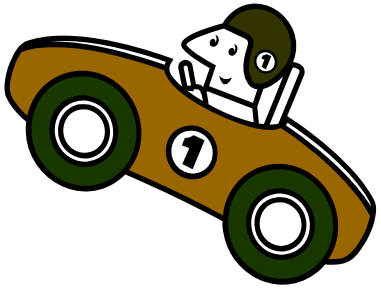
Agenda

- **Opening and Connector Activity**
- **Career and College Readiness**
- **EXPLORE and PLAN Reports**
- **Profile Summary Report Analysis**
- **Item Response Summary Analysis**
- **Decommissioned Reports**
- **Implications**
- **Taking It Back to School**
- **Next Steps**

Key Working Agreements
A Facilitation Tool

- **Respect all Points of View**
- **Be Present and Engaged**
- **Honor Time Agreements**
- **Get All Voices in the Room**

Parking Lot
A Facilitation Tool



- **Rest questions** that do not benefit the whole group
- **Place questions** that do not pertain to content at this time
- **Place questions** that pertain, but participants do not want to ask at this time

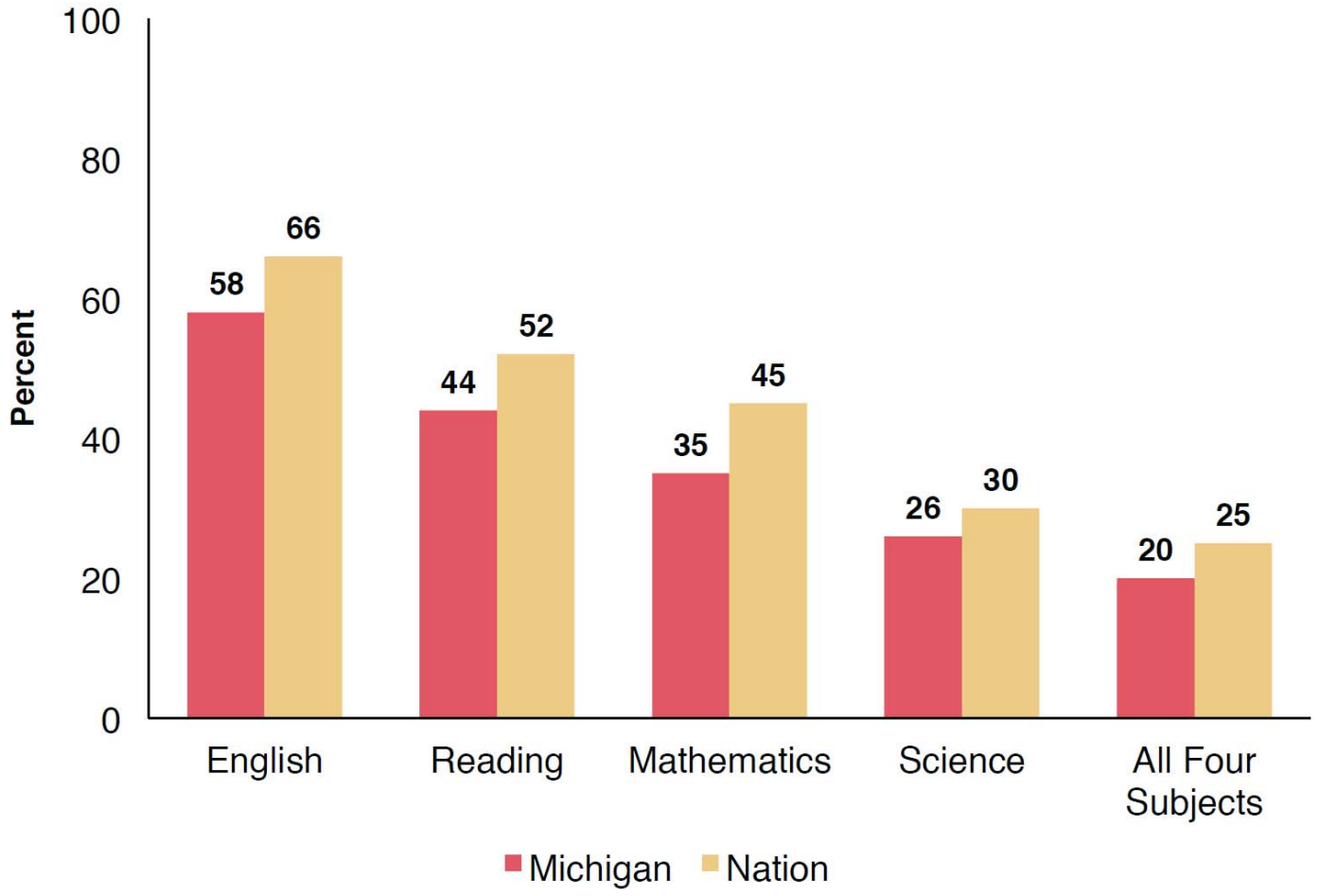
College and Career Readiness

ACT Benchmarks and
Narrative Descriptions

College and Career Readiness

2011 Michigan Graduating Class

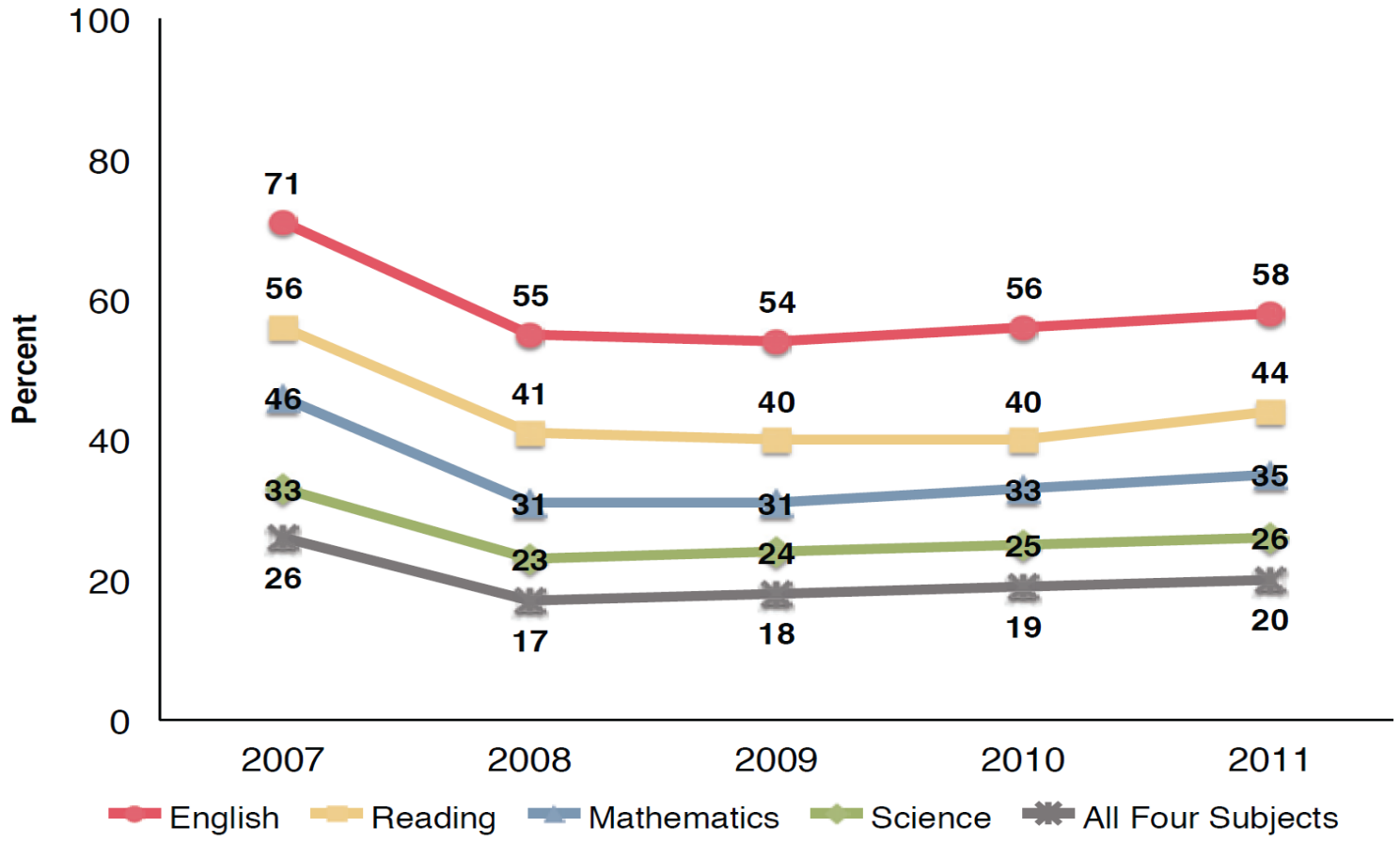
% Meeting College Readiness Benchmarks



College and Career Readiness

2011 Michigan Graduating Class

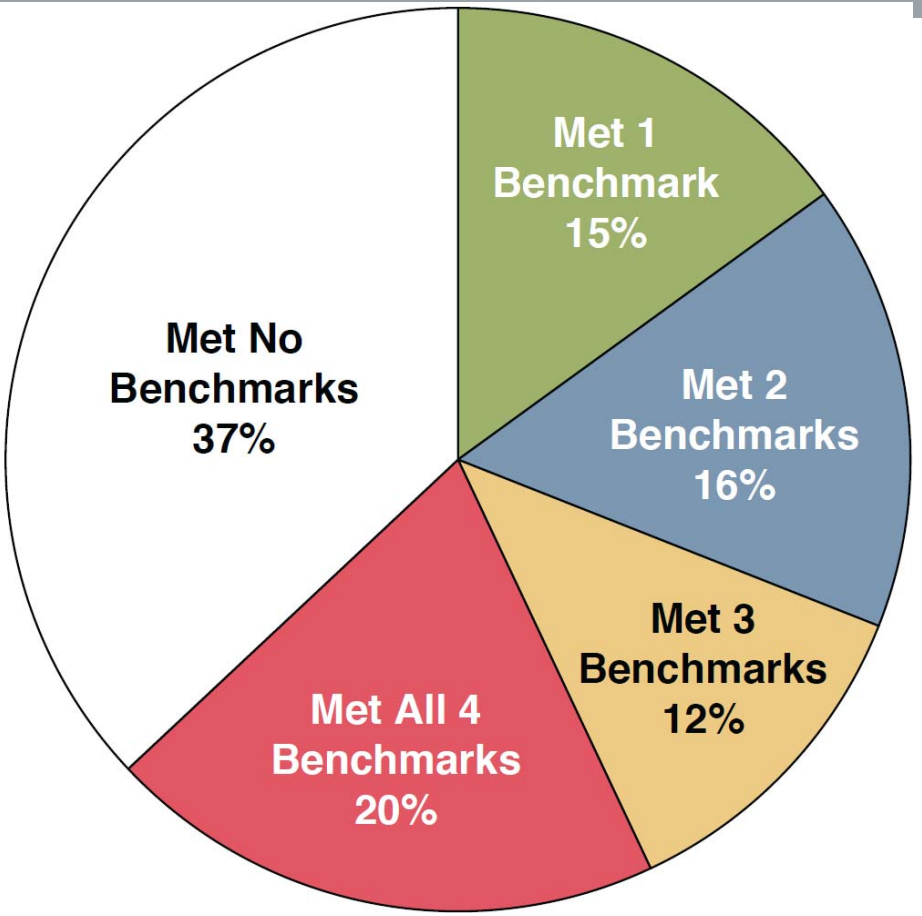
% Meeting College Readiness Benchmarks



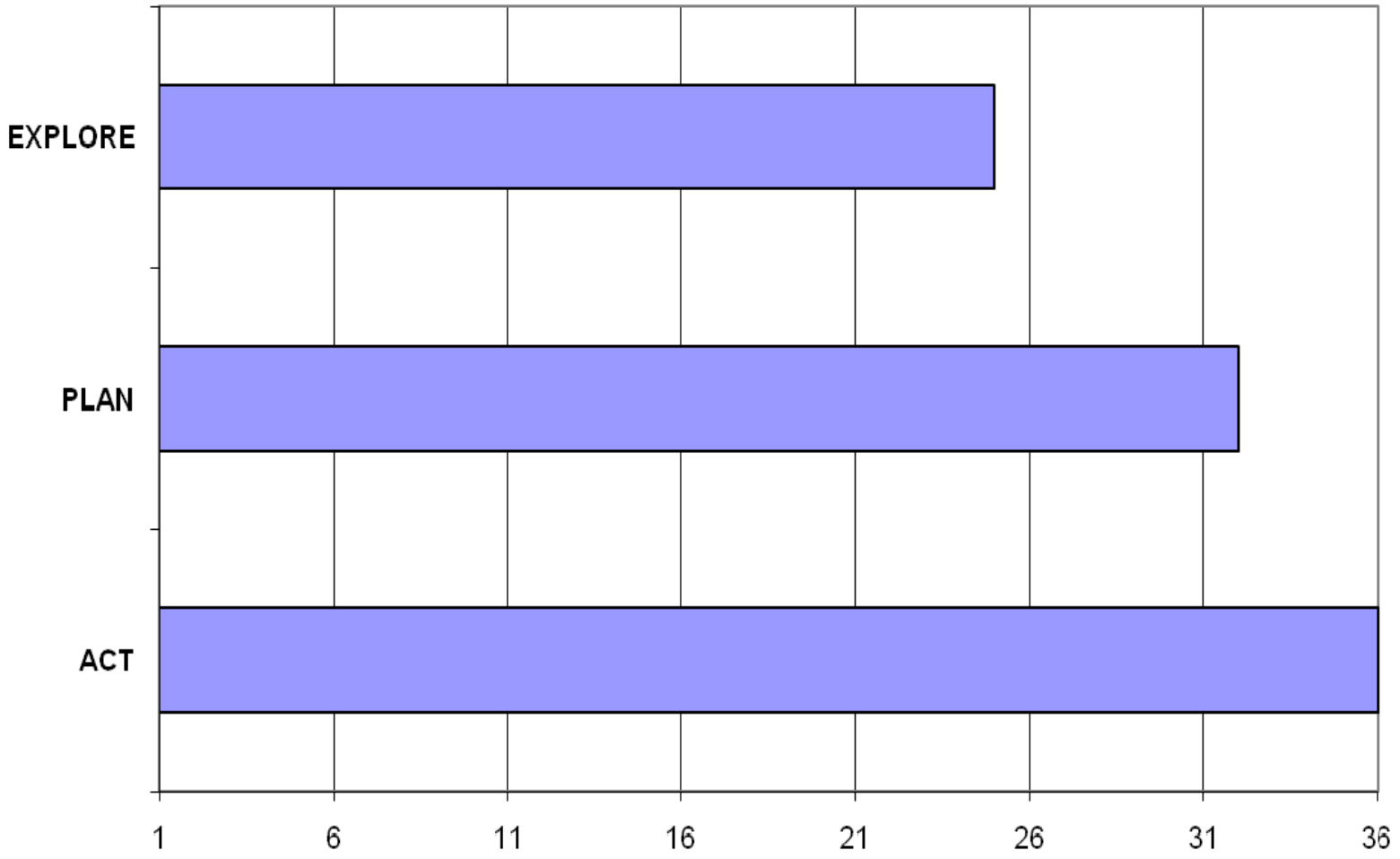
College and Career Readiness

2011 Michigan Graduating Class

% Meeting College Readiness Benchmarks



EXPLORE 8th and 9th grade *(score range 1 to 25)*
PLAN 10th grade *(scores 1 to 32)*
ACT 11th and 12th grade *(scores 1 to 36)*



ACT College-Readiness Benchmarks

ACT Readiness Benchmarks for Credit-Earning College Courses

College Credit-Earning Course	EXPLORE (8th/9th) College Readiness Benchmarks			PLAN (10th) College Readiness Benchmarks		ACT (11th/12th) College Readiness Benchmarks	
		8th	9th				
English Comp.	English	13	14	English	15	English	18
Algebra	Math	17	18	Math	19	Math	22
Social Science	Reading	15	16	Reading	17	Reading	21
Biology	Science	20	20	Science	21	Science	24

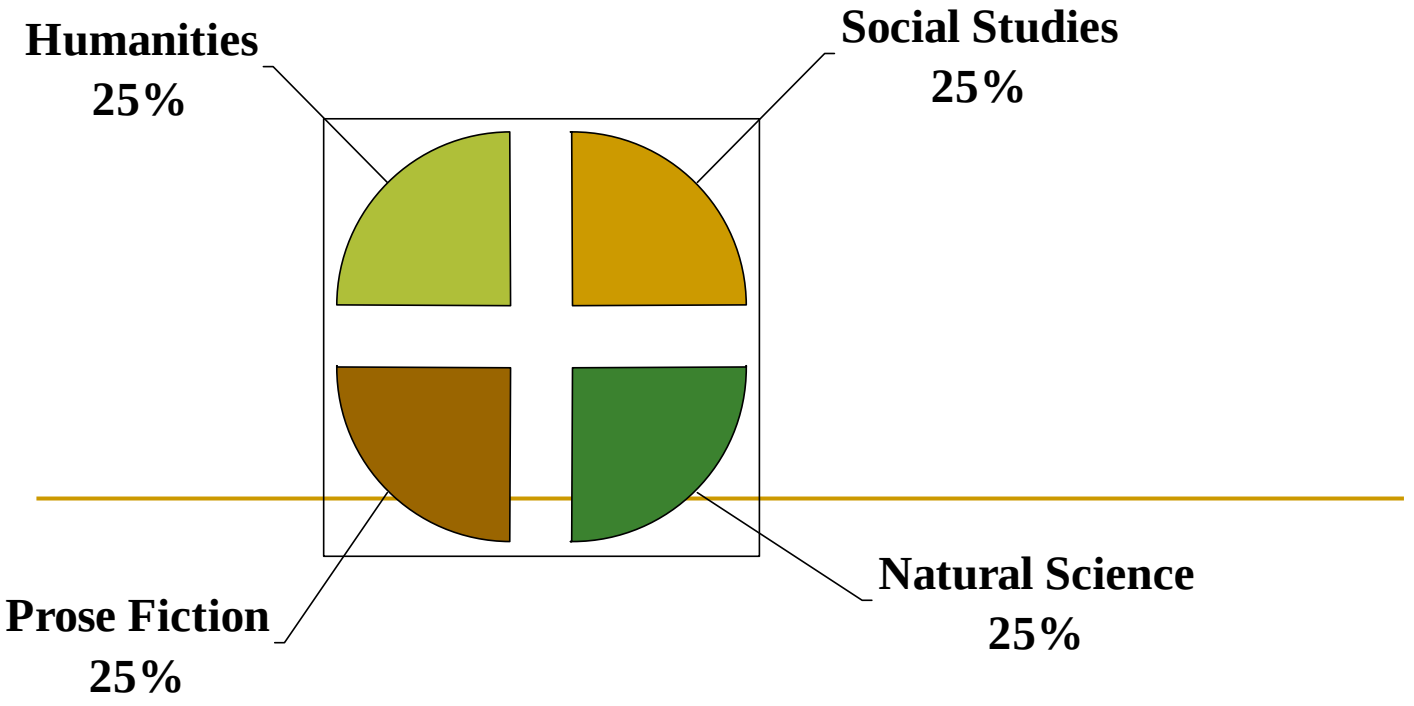
Are these students "on track"?

75 % chance "C" or better

50% chance of "B" or better

ACT Reading Test

40 - Questions / 35 – Minute Test



College Readiness Standards — Reading		
	Main Ideas and Author's Approach	**Supporting Details**
13–15	Recognize a clear intent of an author or narrator in uncomplicated literary narratives	Locate basic facts (e.g., names, dates, events) clearly stated in a passage
16–19	Identify a clear main idea or purpose of straightforward paragraphs in uncomplicated literary narratives	Locate simple details at the sentence and paragraph level in uncomplicated passages Recognize a clear function of a part of an uncomplicated passage
20–23	Infer the main idea or purpose of straightforward paragraphs in uncomplicated literary narratives Understand the overall approach taken by an author or narrator (e.g., point of view, kinds of evidence used) in uncomplicated passages	Locate important details in uncomplicated passages Make simple inferences about how details are used in passages
24–27	Identify a clear main idea or purpose of any paragraph or paragraphs in uncomplicated passages Infer the main idea or purpose of straightforward paragraphs in more challenging passages Summarize basic events and ideas in more challenging passages Understand the overall approach taken by an author or narrator (e.g., point of view, kinds of evidence used) in more challenging passages	Locate important details in more challenging passages Locate and interpret minor or subtly stated details in uncomplicated passages Discern which details, though they may appear in different sections throughout a passage, support important points in more challenging passages
28–32*	Infer the main idea or purpose of more challenging passages or their paragraphs Summarize events and ideas in virtually any passage Understand the overall approach taken by an author or narrator (e.g., point of view, kinds of evidence used) in virtually any passage	Locate and interpret minor or subtly stated details in more challenging passages Use details from different sections of some complex informational passages to support a specific point or argument
33–36†	Identify clear main ideas or purposes of complex passages or their paragraphs	Locate and interpret details in complex passages Understand the function of a part of a passage when the function is subtle or complex

Reading Topics

Humanities – architecture, art, dance, ethics, film, language, literary criticism, music, philosophy, radio, television, and theater.

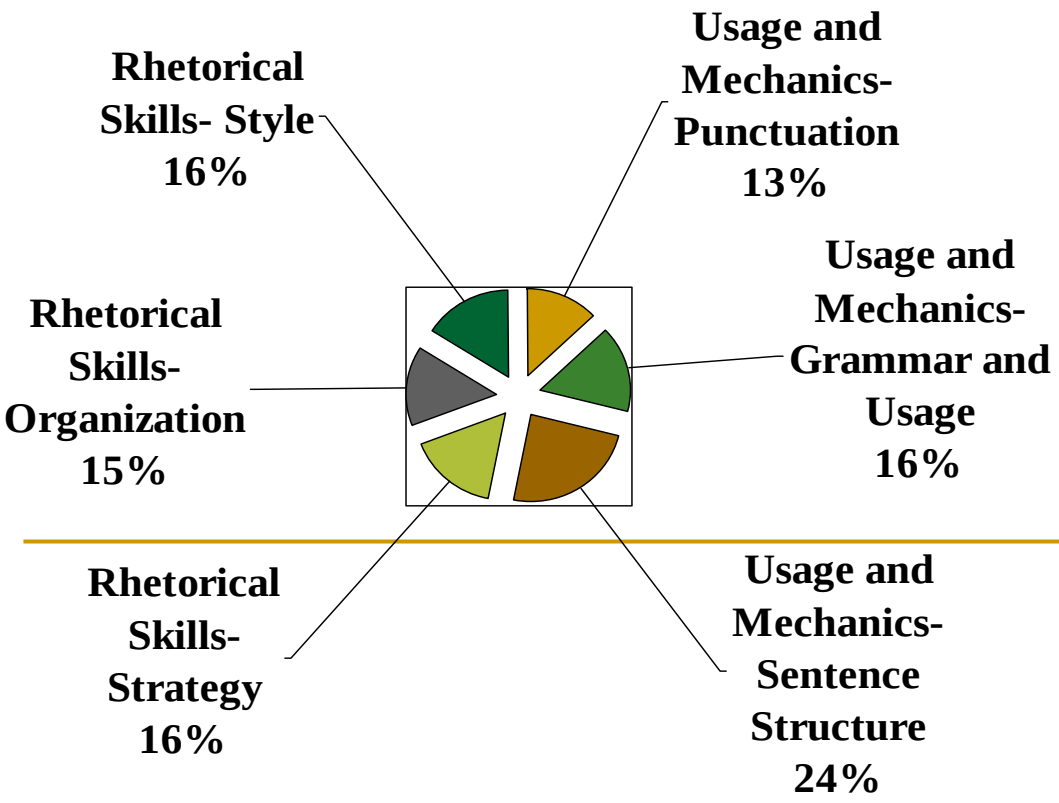
Social Studies -anthropology, archaeology, biography, business, economics, education, geography, history, political science, psychology, and sociology

Natural Sciences - anatomy, astronomy, biology, botany, chemistry, ecology, geology, medicine, meteorology, microbiology, natural history, physiology, physics, technology, and zoology.

Prose Fiction - short stories or excerpts from short stories or novels.

ACT English Test

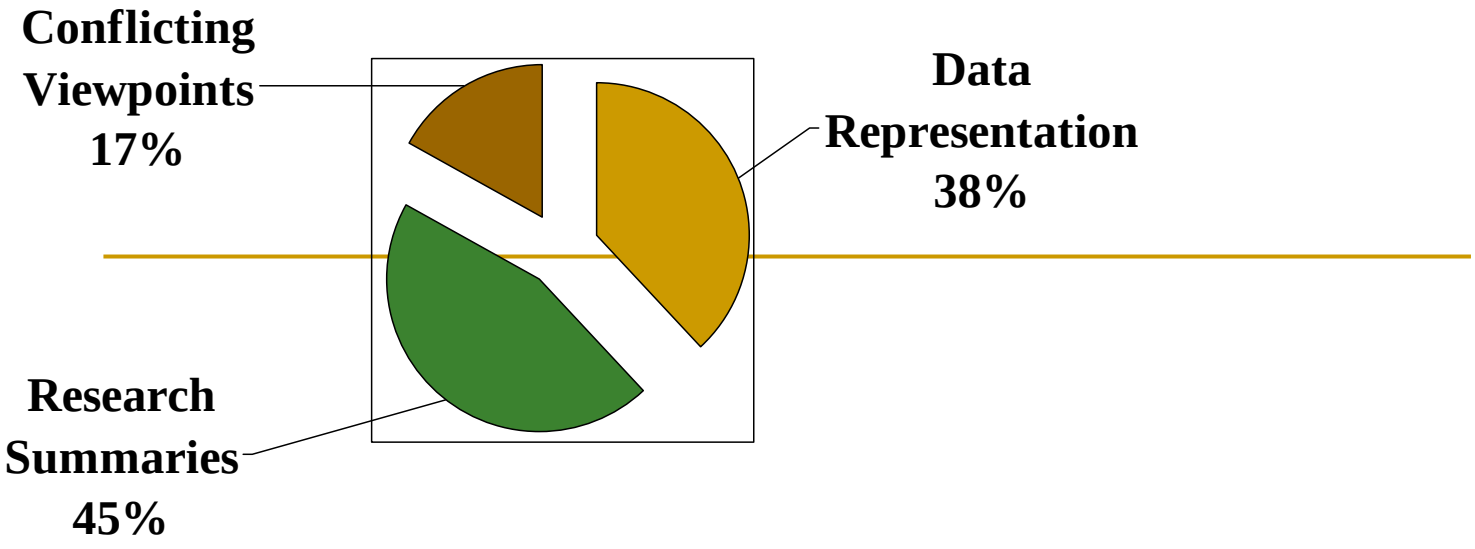
75-questions / 45-minute test



College Readiness Standards — English (continued)			
	Sentence Structure and Formation	**Conventions of Usage**	**Conventions of Punctuation**
13–15	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)
16–19	Determine the need for punctuation and conjunctions to avoid awkward-sounding sentence fragments and fused sentences Decide the appropriate verb tense and voice by considering the meaning of the entire sentence	Solve such grammatical problems as whether to use an adverb or adjective form, how to ensure straightforward subject-verb and pronoun-antecedent agreement, and which preposition to use in simple contexts Recognize and use the appropriate word in frequently confused pairs such as *there* and *their*, *past* and *passed*, and *led* and *lead*	Provide appropriate punctuation in straightforward situations (e.g., items in a series) Delete commas that disturb the sentence flow (e.g., between modifier and modified element)
20–23	Recognize and correct marked disturbances of sentence flow and structure (e.g., participial phrase fragments, missing or incorrect relative pronouns, dangling or misplaced modifiers)	Use idiomatically appropriate prepositions, especially in combination with verbs (e.g., *long for*, *appeal to*) Ensure that a verb agrees with its subject when there is some text between the two	Use commas to set off simple parenthetical phrases Delete unnecessary commas when an incorrect reading of the sentence suggests a pause that should be punctuated (e.g., between verb and direct object clause)
24–27	Revise to avoid faulty placement of phrases and faulty coordination and subordination of clauses in sentences with subtle structural problems Maintain consistent verb tense and pronoun person on the basis of the preceding clause or sentence	Ensure that a pronoun agrees with its antecedent when the two occur in separate clauses or sentences Identify the correct past and past participle forms of irregular and infrequently used verbs and form present-perfect verbs by using *have* rather than *of*	Use punctuation to set off complex parenthetical phrases Recognize and delete unnecessary commas based on a careful reading of a complicated sentence (e.g., between the elements of a compound subject or compound verb joined by *and*) Use apostrophes to indicate simple possessive nouns Recognize inappropriate uses of colons and semicolons
28–32*	Use sentence-combining techniques, effectively avoiding problematic comma splices, run-on sentences, and sentence fragments, especially in sentences containing compound subjects or verbs 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	Correctly use reflexive pronouns, the possessive pronouns *its* and *your*, and the relative pronouns *who* and *whom* Ensure that a verb agrees with its subject in unusual situations (e.g., when the subject-verb order is inverted or when the subject is an indefinite pronoun)	Use commas to set off a nonessential/nonrestrictive appositive or clause Deal with multiple punctuation problems (e.g., compound sentences containing unnecessary commas and phrases that may or may not be parenthetical) Use an apostrophe to show possession, especially with irregular plural nouns Use a semicolon to indicate a relationship between closely related independent clauses
33–36†	Work comfortably with long sentences and complex clausal relationships within sentences, avoiding weak conjunctions between independent clauses and maintaining parallel structure between clauses	Provide idiomatically and contextually appropriate prepositions following verbs in situations involving sophisticated language or ideas Ensure that a verb agrees with its subject when a phrase or clause between the two suggests a different number for the verb	Use a colon to introduce an example or an elaboration

ACT Science Test

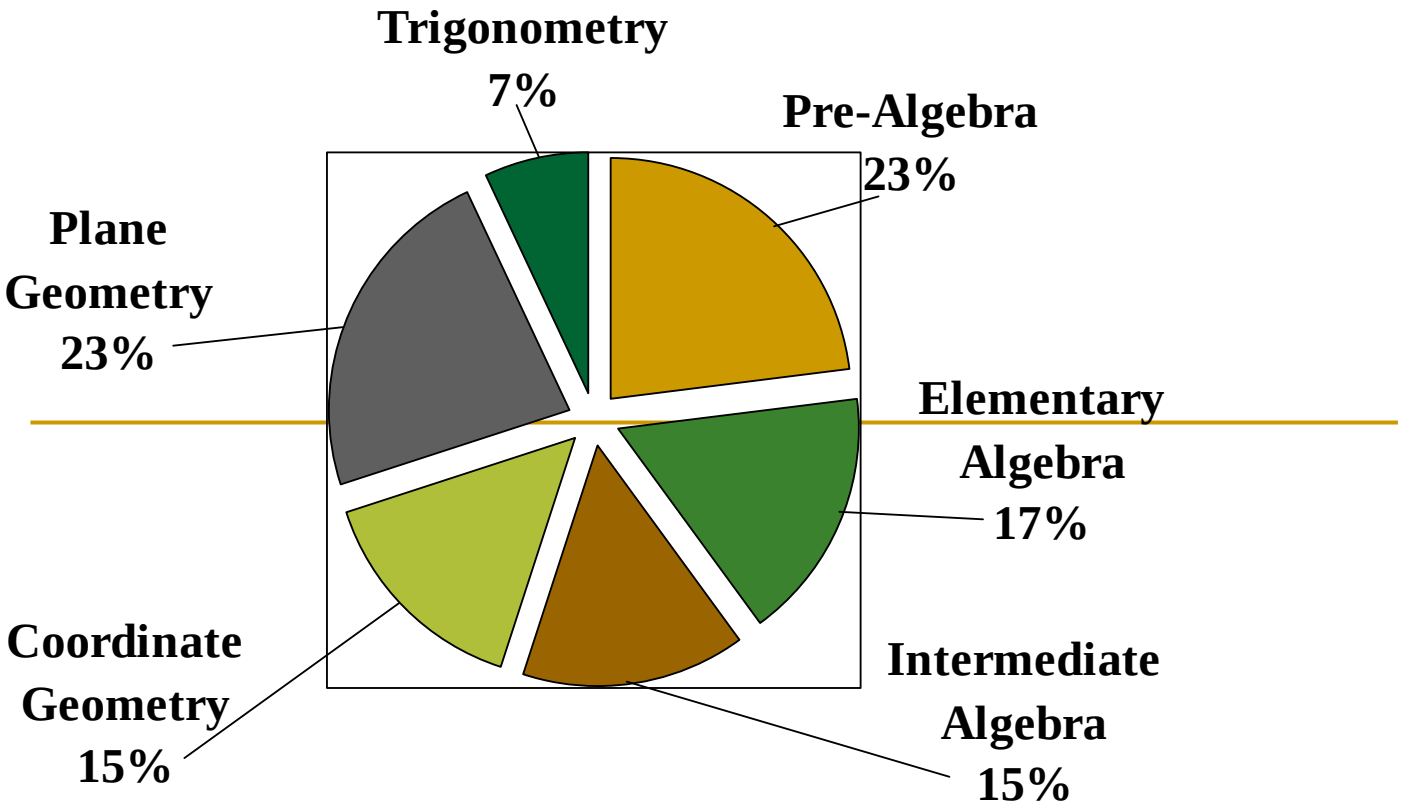
40 questions / 35 minutes



	College Readiness Standards — Science		
	Interpretation of Data	**Scientific Investigation**	**Evaluation of Models, Inferences, and Experimental Results**
13–15	Select a single piece of data (numerical or nonnumerical) from a simple data presentation (e.g., a table or graph with two or three variables; a food web diagram) Identify basic features of a table, graph, or diagram (e.g., headings, units of measurement, axis labels)		
16–19	Select two or more pieces of data from a simple data presentation Understand basic scientific terminology Find basic information in a brief body of text Determine how the value of one variable changes as the value of another variable changes in a simple data presentation	Understand the methods and tools used in a simple experiment	
20–23	Select data from a complex data presentation (e.g., a table or graph with more than three variables; a phase diagram) Compare or combine data from a simple data presentation (e.g., order or sum data from a table) Translate information into a table, graph, or diagram	Understand the methods and tools used in a moderately complex experiment Understand a simple experimental design Identify a control in an experiment Identify similarities and differences between experiments	Select a simple hypothesis, prediction, or conclusion that is supported by a data presentation or a model Identify key issues or assumptions in a model
24–27	Compare or combine data from two or more simple data presentations (e.g., categorize data from a table using a scale from another table) Compare or combine data from a complex data presentation Interpolate between data points in a table or graph Determine how the value of one variable changes as the value of another variable changes in a complex data presentation Identify and/or use a simple (e.g., linear) mathematical relationship between data Analyze given information when presented with new, simple information	Understand the methods and tools used in a complex experiment Understand a complex experimental design Predict the results of an additional trial or measurement in an experiment Determine the experimental conditions that would produce specified results	Select a simple hypothesis, prediction, or conclusion that is supported by two or more data presentations or models Determine whether given information supports or contradicts a simple hypothesis or conclusion, and why Identify strengths and weaknesses in one or more models Identify similarities and differences between models Determine which model(s) is(are) supported or weakened by new information Select a data presentation or a model that supports or contradicts a hypothesis, prediction, or conclusion
28–32*	Compare or combine data from a simple data presentation with data from a complex data presentation Identify and/or use a complex (e.g., nonlinear) mathematical relationship between data Extrapolate from data points in a table or graph	Determine the hypothesis for an experiment Identify an alternate method for testing a hypothesis	Select a complex hypothesis, prediction, or conclusion that is supported by a data presentation or model Determine whether new information supports or weakens a model, and why Use new information to make a prediction based on a model
33–36†	Compare or combine data from two or more complex data presentations Analyze given information when presented with new, complex information	Understand precision and accuracy issues Predict how modifying the design or methods of an experiment will affect results Identify an additional trial or experiment that could be performed to enhance or evaluate experimental results	Select a complex hypothesis, prediction, or conclusion that is supported by two or more data presentations or models Determine whether given information supports or contradicts a complex hypothesis or conclusion, and why

ACT Math Test

60 questions / 60 minutes



	College Readiness Standards — Mathematics			
	Basic Operations & Applications	**Probability, Statistics, & Data Analysis**	**Numbers: Concepts & Properties**	**Expressions, Equations, & Inequalities**
13–15	Perform one-operation computation with whole numbers and decimals Solve problems in one or two steps using whole numbers Perform common conversions (e.g., inches to feet or hours to minutes)	Calculate the average of a list of positive whole numbers Perform a single computation using information from a table or chart	Recognize equivalent fractions and fractions in lowest terms	Exhibit knowledge of basic expressions (e.g., identify an expression for a total as $b + g$) Solve equations in the form $x + a = b$, where a and b are whole numbers or decimals
16–19	Solve routine one-step arithmetic problems (using whole numbers, fractions, and decimals) such as single-step percent Solve some routine two-step arithmetic problems	Calculate the average of a list of numbers Calculate the average, given the number of data values and the sum of the data values Read tables and graphs Perform computations on data from tables and graphs Use the relationship between the probability of an event and the probability of its complement	Recognize one-digit factors of a number Identify a digit's place value	Substitute whole numbers for unknown quantities to evaluate expressions Solve one-step equations having integer or decimal answers Combine like terms (e.g., $2x + 5x$)
20–23	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	Calculate the missing data value, given the average and all data values but one Translate from one representation of data to another (e.g., a bar graph to a circle graph) Determine the probability of a simple event Exhibit knowledge of simple counting techniques*	Exhibit knowledge of elementary number concepts including rounding, the ordering of decimals, pattern identification, absolute value, primes, and greatest common factor	Evaluate algebraic expressions by substituting integers for unknown quantities Add and subtract simple algebraic expressions Solve routine first-degree equations Perform straightforward word-to-symbol translations Multiply two binomials*
24–27	Solve multistep arithmetic problems that involve planning or converting units of measure (e.g., feet per second to miles per hour)	Calculate the average, given the frequency counts of all the data values Manipulate data from tables and graphs Compute straightforward probabilities for common situations Use Venn diagrams in counting*	Find and use the least common multiple Order fractions Work with numerical factors Work with scientific notation Work with squares and square roots of numbers Work problems involving positive integer exponents* Work with cubes and cube roots of numbers* Determine when an expression is undefined* Exhibit some knowledge of the complex numbers †	Solve real-world problems using first-degree equations Write expressions, equations, or inequalities with a single variable for common pre-algebra settings (e.g., rate and distance problems and problems that can be solved by using proportions) Identify solutions to simple quadratic equations Add, subtract, and multiply polynomials* Factor simple quadratics (e.g., the difference of squares and perfect square trinomials)* Solve first-degree inequalities that do not require reversing the inequality sign*
28–32 *	Solve word problems containing several rates, proportions, or percentages	Calculate or use a weighted average Interpret and use information from figures, tables, and graphs Apply counting techniques Compute a probability when the event and/or sample space are not given or obvious	Apply number properties involving prime factorization Apply number properties involving even/odd numbers and factors/multiples Apply number properties involving positive/negative numbers Apply rules of exponents Multiply two complex numbers †	Manipulate expressions and equations Write expressions, equations, and inequalities for common algebra settings Solve linear inequalities that require reversing the inequality sign Solve absolute value equations Solve quadratic equations Find solutions to systems of linear equations
33–36 †	Solve complex arithmetic problems involving percent of increase or decrease and problems requiring integration of several concepts from pre-algebra and/or pre-geometry (e.g., comparing percentages or averages, using several ratios, and finding ratios in geometry settings)	Distinguish between mean, median, and mode for a list of numbers Analyze and draw conclusions based on information from figures, tables, and graphs Exhibit knowledge of conditional and joint probability	Draw conclusions based on number concepts, algebraic properties, and/or relationships between expressions and numbers Exhibit knowledge of logarithms and geometric sequences Apply properties of complex numbers	Write expressions that require planning and/or manipulating to accurately model a situation Write equations and inequalities that require planning, manipulating, and/or solving Solve simple absolute value inequalities

* Statements apply to PLAN & ACT only

† Statements apply to the ACT only

Hand out purple sheet

	BOA	PSD	NCP	XEI	GRE	PPF	MEA	FUN
ACT Score Range	Basic Operations & Applications	Probability, Statistics & Data Analysis	Number: Concepts and Properties	Expressions, Equations, & Inequalities	Graphical Representations	Properties of Plane Figures	Measurement	Functions
13 – 15 (200)	M.UN.06.01	D.AN.05.03 D.RE.07.01 D.AN.08.01	N.MR.05.19 N.MR.04.12 N.FL.07.05	A.FO.06.14 A1.2.1	N.ME.06.05			A.RP.06.02
16 – 19 (300)	N.MR.06.13 N.FL.06.14 N.FL.06.15	D.AN.05.03 D.RE.05.01 D.AN.08.01 L1.2.4	N.ME.04.04 N.ME.05.08	N.MR.06.13 A.FO.06.07 N.MR.06.03 N.FL.07.07	A.RP.06.02	G.GS.06.01 G1.1.2	M.TE.04.06	A.PA.08.02
20 -23 (400)	N.FL.07.02 N.MR.07.03 N.FL.07.05	D.PR.06.01 D.PR.06.02 L1.3.1	N.MR.04.06 N.ME.05.11 N.ME.06.02	A.FO.07.12 A.FO.07.13 A.FO.08.07 A.FO.08.11 A.FO.08.12 A1.1.1 A1.1.3 A1.2.1 A1.2.3	A.RP.06.02 N.ME.06.17 A.PA.07.06 A.PA.07.07 A.PA.07.08 A2.4.2	G.GS.06.01 G1.1.1 G1.1.2	G.SR.08.03 G.SR.08.04 G.SR.08.05 G.SR.08.06 G.SR.08.07 A1.2.9	A.RP.08.01 A.RP.08.05 A2.1.2 L1.2.1
24 – 27 (500)	N.MR.07.04 N.FL.08.11	D.PR.06.02 D.AN.07.03 D.RE.07.01 L1.2.4 S4.1.1 S4.2.1 L1.3.1 L1.3.2 L1.3.3	N.ME.04.04 N.ME.05.11 N.ME.06.05 N.ME.06.16 N.MR.07.06 N.FL.08.06 N.ME.08.01 L2.1.2	A.PA.07.04 A.FO.07.13 A.FO.08.08 A.FO.08.09 A.FO.08.12 A1.1.1 A1.1.3 A1.1.2 A1.2.1 A1.2.2 A1.2.3 A1.6.3 A3.3.4 A3.3.5 A1.1.4 A1.2.5	G1.1.5 A2.4.3 A3.1.4 A2.1.7 A3.3.2 A1.2.9	G.GS.08.01 G1.2.2 G1.2.3	G.SR.08.04 G.SR.08.05 G.SR.08.03 G1.4.1 G2.1.1	A2.1.2 G1.3.1 L1.2.1
28 – 32 (600)	N.FL.08.11	S4.1.2 S4.2.1 L2.1.1	N.FL.06.10 L1.1.1 L2.1.2 L2.1.5 A3.2.3	A.FO.08.11 A.FO.08.12 A.FO.08.13 A1.1.1 A1.1.2 A1.1.3 A1.1.6 A1.1.8 A1.2.1 A1.2.3 A1.2.4 A1.6.3 A1.1.4 A1.1.5 A1.2.5 A1.2.7	A.RP.06.08 A.RP.06.10 A.PA.07.03 G.LO.08.02 A2.4.2 A2.4.3 A3.1.4 A1.2.9 G1.7.1	G1.2.3 G1.2.4	G1.4.1 G1.4.2	G1.3.3
33 – 36 (700)	N.MR.08.07 N.MR.08.08 N.MR.08.09 N.MR.08.10	D.AN.08.01 D.PR.08.03 D.PR.08.06 S1.1.1 L1.2.4 S1.2.1 S4.1.2 S4.2.2	A3.2.5 L1.1.2 L1.1.3 L2.1.3 L2.1.5 L2.4.1 L2.2.1	L1.2.2 A1.1.1 A1.2.1 A1.2.3 A1.2.4 A3.3.4 A3.3.5 A2.4.1 A2.4.2	A2.1.7 A3.2.1 A3.3.1 A3.3.2 A3.3.4 A3.4.1 A3.5.1 A3.5.2 A3.5.3 S2.1.2 A3.6.1 A3.6.2	G1.2.5 G1.4.1 G1.4.2 G1.6.1 G1.6.2 G1.6.3 G1.6.4	G1.5.1 G2.3.5 G3.2.1	A2.2.1 G1.3.1 G1.3.2 G1.3.3 A1.2.10 A3.7.1 A3.7.2 A3.7.3 A3.7.4 A3.7.5

GLCE | Algebra I CE | Geometry CE | Algebra II CE

How Much Growth toward College and Career Readiness is Reasonable to Expect in High School?

- http://www.act.org/research/policymakers/pdf/ReasonableGrowth.pdf

Benchmark Support Activity

- Choose any content area benchmark sheet
- Review the benchmarks for that content area
- Discuss the following at your table:
  - How can these benchmarks be supported by all building staff?
  - How can these benchmarks be supported at a district level?

EXPLORE and PLAN Reports

An overview of reports
received from ACT

Reports and More Reports

- ACT Your Score Report
- Item Response Summary Report
- Profile Summary Report
  - College Readiness Standards Report (Table 1c)
  - Connecting College Readiness to Classroom Instruction (Table 3)
- Profile Summary Report: Early Intervention Roster
- Profile Summary Report: Presentation Packet
- Student List Report

Workshops

Resources

- ACT
- **EXPLORE**
- PLAN
- QualityCore
- ENGAGE
- College Readiness Materials
- School & District Reports
- Research Related to College Readiness
- Additional Resources
- Resources for Families

EXPLORE

Download in PDF:

General EXPLORE information

Test Materials

EXPLORE Test Supervisor's Manual *(PDF; 56 pages, 1.16MB)*

EXPLORE Instructions for Completing Your Answer Folder *(PDF; 8 pages, 132KB)*

Reports and Supporting Materials

EXPLORE Guide for Interpreting Your EXPLORE Item-Response Summary Report *(PDF; 4 pages, 48KB)*

Connecting College Readiness Standards™ To The Classroom

For English Teachers *(PDF; 85 pages, 925KB)*

For Math Teachers *(PDF; 75 pages, 984KB)*

For Reading Teachers *(PDF; 87 pages, 1MB)*

For School Administrators *(PDF; 53 pages, 554KB)*

For Science Teachers *(PDF; 83 pages, 830KB)*

EXPLORE Interpretive Guide for Student and School Reports *(PDF; 12 pages, 76KB)*

EXPLORE Sample Student Score Report *(PDF; 2 pages, 1.39MB)*

EXPLORE Student Record Layout *(PDF; 8 pages, 250KB)*

2011 EXPLORE Profile Summary Report *(PDF; 11 pages, 1.95MB)*

Workshops

Resources

- ACT
- EXPLORE
- PLAN
- QualityCore
- ENGAGE
- College Readiness Materials
- School & District Reports
- Research Related to College Readiness
- Additional Resources
- Resources for Families

PLAN

Download in PDF:

General PLAN information

Test Materials

PLAN Test Supervisor's Manual *(PDF; 56 pages, 1.2MB)*

PLAN Instructions for Completing Your Answer Folder *(PDF; 8 pages, 84KB)* Now includes directions for Special Testing

Reports and Supporting Materials

PLAN Guide for Interpreting Your PLAN Item-Response Summary Report *(PDF; 4 pages, 96KB)*

Connecting College Readiness Standards™ To The Classroom

- For English Teachers *(PDF; 85 pages, 925KB)*
- For Math Teachers *(PDF; 75 pages, 984KB)*
- For Reading Teachers *(PDF; 87 pages, 1MB)*
- For School Administrators *(PDF; 53 pages, 554KB)*
- For Science Teachers *(PDF; 83 pages, 830KB)*

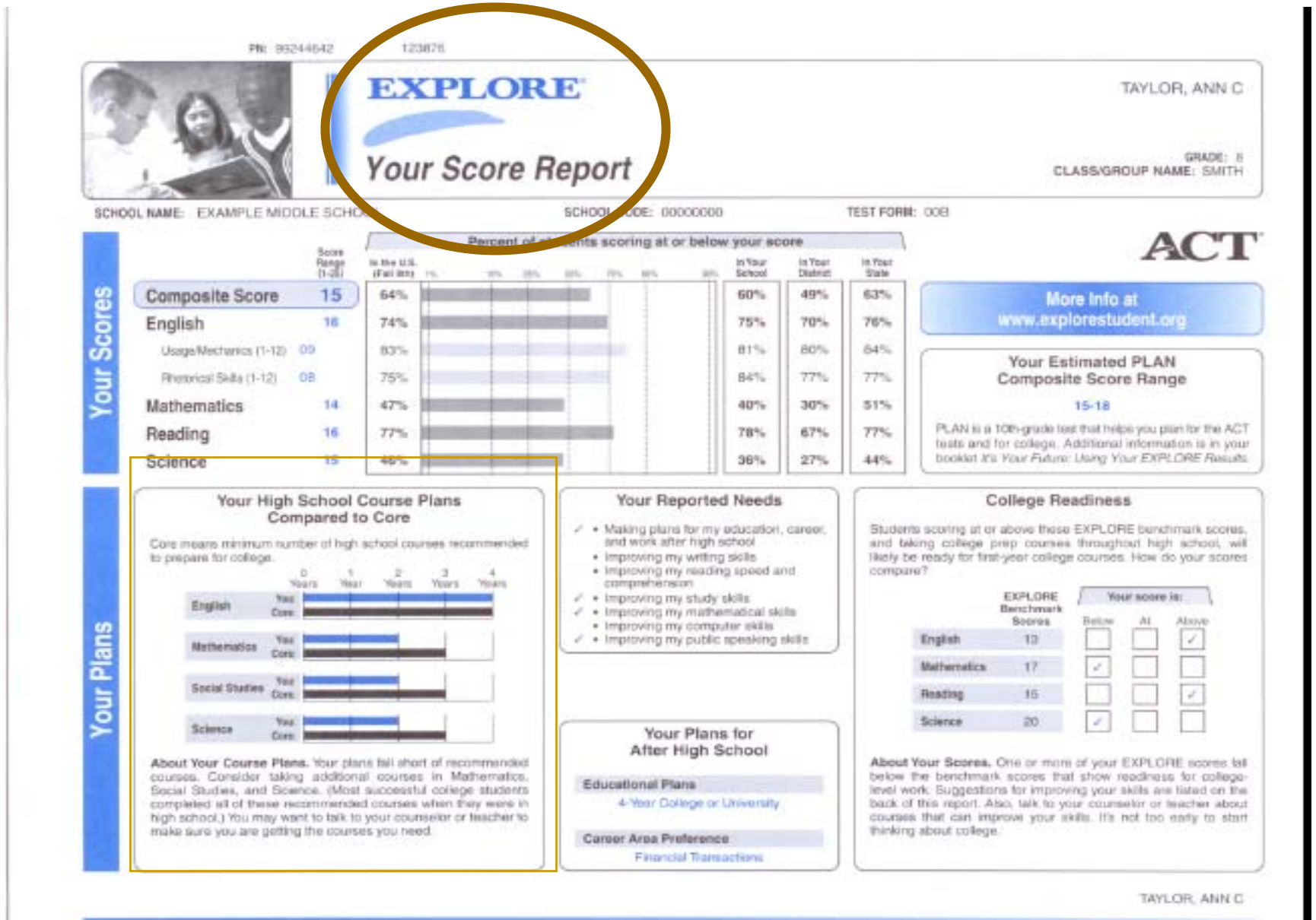
PLAN Interpretive Guide for Student and School Reports *(PDF; 12 pages, 71KB)*

PLAN Sample Student Score Report *(PDF; 2 pages, 352KB)*

PLAN Student Record Layout *(PDF; 9 pages, 97KB)*

2011 PLAN Profile Summary Report (PDF; 12 pages, 532KB)

EXPLORE Individual Student Report



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EXPLORE

Your Score Report

TAYLOR, ANN C

GRADE: 8
CLASS/GROUP NAME: SMITH

SCHOOL NAME: EXAMPLE MIDDLE SCHO SCHOOL CODE: 00000000 TEST FORM: 008

ACT

Your Scores

Percent of students scoring at or below your score

	Score Range (1-25)	In the U.S. (Fall 8th)	In Your School	In Your District	In Your State
Composite Score	15	64%	60%	49%	63%
English	16	74%	75%	70%	76%
Usage/Mechanics (1-12)	09	83%	81%	80%	84%
Rhetorical Skills (1-12)	08	75%	84%	77%	77%
Mathematics	14	47%	40%	30%	51%
Reading	16	77%	78%	67%	77%
Science	15	46%	36%	27%	44%

More Info at www.explorestudent.org

Your Estimated PLAN Composite Score Range

15-18

PLAN is a 10th-grade test that helps you plan for the ACT tests and for college. Additional information is in your booklet *It's Your Future: Using Your EXPLORE Results*.

Your Plans

Your High School Course Plans Compared to Core

Core means minimum number of high school courses recommended to prepare for college.

About Your Course Plans. Your plans fall short of recommended courses. Consider taking additional courses in Mathematics, Social Studies, and Science. (Most successful college students completed all of these recommended courses when they were in high school.) You may want to talk to your counselor or teacher to make sure you are getting the courses you need.

Your Reported Needs

- ✓ Making plans for my education, career, and work after high school
- Improving my writing skills
- Improving my reading speed and comprehension
- ✓ Improving my study skills
- ✓ Improving my mathematical skills
- Improving my computer skills
- ✓ Improving my public speaking skills

Your Plans for After High School

Educational Plans

4-Year College or University

Career Area Preference

Financial Transactions

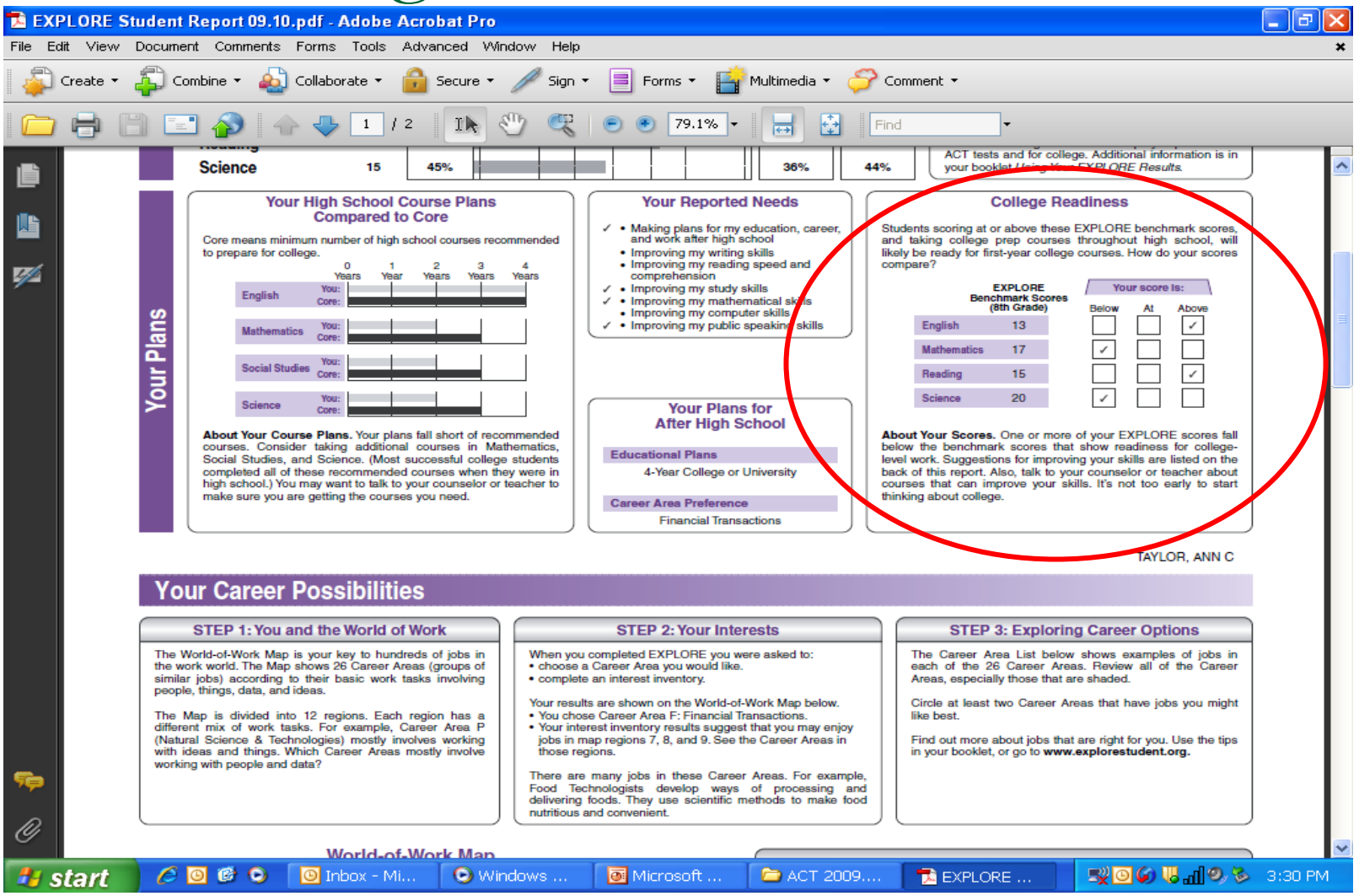
College Readiness

Students scoring at or above these EXPLORE benchmark scores, and taking college prep courses throughout high school, will likely be ready for first-year college courses. How do your scores compare?

	EXPLORE Benchmark Scores	Your score is: Below	At	Above
English	13			✓
Mathematics	17	✓		
Reading	16			✓
Science	20	✓		

About Your Scores. One or more of your EXPLORE scores fall below the benchmark scores that show readiness for college-level work. Suggestions for improving your skills are listed on the back of this report. Also, talk to your counselor or teacher about courses that can improve your skills. It's not too early to start thinking about college.

ACT College Readiness Scores



Your Score Report
EXPLORE

- Students receive 4 scores, 2 sub scores in English and a composite score

- ACT reports an estimated PLAN Score Composite Range

Your Score Report
PLAN

- Students receive 4 scores, 2 sub scores in English and 2 sub scores in Mathematics, and a composite score

- ACT reports an estimated ACT Score Composite Range

Item Response Summary Report EXPLORE and PLAN

- Provide tables describing the item-by-item performance of students
- Item-response results are categorized by test (e.g., English), by sub-score, (e.g., Usage/Mechanics)
- Item-response results are categorized by content area (e.g., Punctuation)
- Provides comparisons to other students taking the same test form

Profile Summary Report PLAN

- **Table 1a** provides your local mean and standard deviation, as well as the distribution of scores for each test and Composite Score.
- **Table 1b** reports local and national results for ELA and Math subscores. You can compare your local results to national cumulative percents, means, and standard deviations.
- **Table 1c** ***College Readiness Standards Reports***
  - reports both the local and national percentages of students that fall within each of the college readiness standards score ranges

Profile Summary Report

PLAN Continued

- **Table 2** Do your students' E/P scores differ by race/ethnicity background and gender group?
- **Table 3** ***Connecting College Readiness to Classroom Instruction***
  - How do your students' E/P scores relate to the courses they have taken or are currently taking?
- **Table 4** How do your students' E/P scores and coursework plans relate to their educational plans?
- **Table 5** How do our students' E/P Composite scores and coursework plans relate to their expressed needs for help?

Profile Summary Report

PLAN Continued

- **Table 6a** How do you students E/P Composite scores, coursework plans, and postsecondary plans relate to their career preferences from the Career Areas List?
- **Table 6b** How do your students' PLAN composite scores, coursework plans, and postsecondary plans relate to their career cluster from the World-of-Work Map?
- **Table 7** How did your students respond to the local supplemental items in block V?

Profile Summary Report: Early Intervention Roster

- Includes lists of students who qualify under three categories
  - Roster 1: Early Identification
  - Roster 2a/2b: Coursework Intervention
  - Roster 3: Need for Assistance

Profile Summary Report: Presentation Packet

- Summarizes your school's average EXPLORE/PLAN results in charts and graphs
- Includes 3-year trends in your school's average EXPLORE/PLAN scores
- Easy to use for staff, parent, and student presentations

Student List Report

- How did our student perform on the EXPLORE/PLAN tests compared to other students nationally?
- What are your students self-reported educational and career plans?
- Scale scores and National cumulative percents for each test score and subscore
- Estimated EXPLORE/PLAN Composite score range

Analyzing Your Results

Profile Summary Report

Analysis Activity

Profile Summary Report Analysis

02222222PD

2011-2012
Profile Summary Report

Code: 00123456
SAMPLE MIDDLE SCHOOL
SAMPLE CITY, SAMPLE STATE

School Report - Grade 8
EXPLORE Reporting Package

DO#: 11111111
C#: 12345
PN#:

Materials Needed:

- Profile Summary Report
- Profile Summary Report Analysis Worksheet
- ACT College Readiness Standards (colored sheets)

Table 1A: How do the scores of our students compare with those of students nationally?

- Locate the largest number (Freq) of local students in a scoring range for each subject area.

	EXPLORE Score	PLAN Score
English		
Math		
Reading		
Science		
Composite		

EXPLORE score	English		
	Local		Nat'l
	Freq	CP*	CP*
25	18	100	100
24	0	90	99
23	6	90	98
22	7	87	95
21	12	84	91
20	7	77	87
19	10	73	83
18	6	68	78
17	9	65	73
16	21	60	67
15	13	49	60
14	18	42	52
13	13	32	43
12	9	26	33
11	10	21	23
10	15	15	14
9	11	7	8
8	2	2	4
7	0	1	2
6	0	1	1
5	0	1	1
4	1	1	1
3	0	1	1
2	0	1	1
1	0	1	1
Mean	16.1		14.9
S.D.	4.9		4.3

EXPLORE score	English		
	Local		Nat'l
	Freq	CP*	CP*
25	18	100	100
24	0	90	99
23	6	90	98
22	7	87	95
21	12	84	91
20	7	77	87
19	10	73	83
18	6	68	78
17	9	65	73
16	21	60	67
15	13	49	60
14	18	42	52
13	13	32	43
12	9	26	33
11	10	21	23
10	15	15	14
9	11	7	8
8	2	2	4
7	0	1	2
6	0	1	1
5	0	1	1
4	1	1	1
3	0	1	1
2	0	1	1
1	0	1	1
Mean	16.1		14.9
S.D.	4.9		4.3

Record the scoring range where the most students fell.

	EXPLORE Score	PLAN Score
English	16	
Math		
Reading		
Science		
Composite		

College Readiness Standards — English			
	Topic Development in Terms of Purpose and Focus	Organization, Unity, and Coherence	Word Choice in Terms of Style, Tone, Clarity and Economy
13–15		Use conjunctive adverbs or phrases to show time relationships in simple narrative essays (e.g., *then*, *the next day*)	Revise sentences to correct awkward and confusing arrangements of sentence elements Revise vague nouns and pronouns that create obvious logic problems
16–19	Identify the basic purpose or role of a specified phrase or sentence Delete a clause or sentence because it is obviously irrelevant to the essay	Select the most logical place to add a sentence in a paragraph	Delete obviously synonymous and wordy material in a sentence Revise expressions that deviate from the style of an essay
20–23	Identify the central idea or main topic of a straightforward piece of writing Determine relevancy when presented with a variety of sentence-level details	Use conjunctive adverbs or phrases to express straightforward logical relationships (e.g., *first*, *afterward*, *in response*) Decide the most logical place to add a sentence in an essay Add a sentence that introduces a simple paragraph	Delete redundant material when information is repeated in different parts of speech (e.g., "alarmingly startled") Use the word or phrase most consistent with the style and tone of a fairly straightforward essay Determine the clearest and most logical conjunction to link clauses
24–27	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 Delete material primarily because it disturbs the flow and development of the paragraph Add a sentence to accomplish a fairly straightforward purpose such as illustrating a given statement	Determine the need for conjunctive adverbs or phrases to create subtle logical connections between sentences (e.g., *therefore*, *however*, *in addition*) Rearrange the sentences in a fairly uncomplicated paragraph for the sake of logic Add a sentence to introduce or conclude the essay or to provide a transition between paragraphs when the essay is fairly straightforward	Revise a phrase that is redundant in terms of the meaning and logic of the entire sentence Identify and correct ambiguous pronoun references Use the word or phrase most appropriate in terms of the content of the sentence and tone of the essay
28–32*	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	Make sophisticated distinctions concerning the logical use of conjunctive adverbs or phrases, particularly when signaling a shift between paragraphs	Correct redundant material that involves sophisticated vocabulary and sounds acceptable as conversational English (e.g., "an aesthetic viewpoint" versus "the outlook

Mastered

College Readiness Standards — English			
	Topic Development in Terms of Purpose and Focus	Organization, Unity, and Coherence	Word Choice in Terms of Style, Tone, Clarity, and Economy
13–15		Use conjunctive adverbs or phrases to show time relationships in simple narrative essays (e.g., *then*, *this time*)	Revise sentences to correct awkward and confusing arrangements of sentence elements Revise vague nouns and pronouns that create obvious logic problems
16–19	Identify the basic purpose or role of a specified phrase or sentence Delete a clause or sentence because it is obviously irrelevant to the essay	Select the most logical place to add a sentence in a paragraph	Delete obviously synonymous and wordy material in a sentence Revise expressions that deviate from the style of an essay
20–23	Identify the central idea or main topic of a straightforward piece of writing Determine relevancy when presented with a variety of sentence-level details	Use conjunctive adverbs or phrases to express straightforward logical relationships (e.g., *first*, *afterward*, *in response*) Decide the most logical place to add a sentence in an essay Add a sentence to introduce or conclude a paragraph	Delete redundant material when information is repeated in different parts of speech (e.g., "alarmingly startled") Use the word or phrase most consistent with the style and tone of a fairly straightforward essay Determine the clearest and most logical conjunction to link clauses
24–27	Identify the focus of a simple essay and applying that knowledge to add a sentence that sharpens that focus or to determine if an essay has met a specified goal Delete material primarily because it disturbs the flow and development of the paragraph Add a sentence to accomplish a fairly straightforward purpose such as illustrating a given statement	Determine the need for conjunctive adverbs or phrases to create subtle logical connections between sentences (e.g., *therefore*, *however*, *in addition*) Rearrange the sentences in a fairly uncomplicated paragraph for the sake of logic Add a sentence to introduce or conclude the essay or to provide a transition between paragraphs when the essay is fairly straightforward	Revise a phrase that is redundant in terms of the meaning and logic of the entire sentence Identify and correct ambiguous pronoun references Use the word or phrase most appropriate in terms of the content of the sentence and tone of the essay
28–32*	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	Make sophisticated distinctions concerning the logical use of conjunctive adverbs or phrases, particularly when signaling a shift between paragraphs	Correct redundant material that involves sophisticated vocabulary and sounds acceptable as conversational English (e.g., "an aesthetic viewpoint" versus "the outlook

Not Mastered

Table 1A: How do the scores of our students compare with those of students nationally?

- Compare the mean score of your students to the mean score of students nationally.

	Local EXPLORE Mean Score	Nat'l EXPLORE Mean Score
English		
Math		
Reading		
Science		
Composite		

TABLE 1a: How do the EXPLORE scores of our students compare with those of students nationally?

EXPLORE score	English			Mathematics			Reading			Science			Composite			EXPLORE score
	Local		Nat'l	Local		Nat'l	Local		Nat'l	Local		Nat'l	Local		Nat'l	
	Freq	CP*	CP*	Freq	CP*	CP*	Freq	CP*	CP*	Freq	CP*	CP*	Freq	CP*	CP*	
25	18	100	100	15	100	100	10	100	100	9	100	100	8	100	100	25
24	0	90	99	4	92	97	3	95	98	5	95	99	2	96	99	24
23	6	90	98	0	90	96	11	93	96	0	93	97	7	95	99	23
22	7	87	95	3	90	94	0	87	95	11	93	96	7	91	97	22
21	12	84	91	9	88	92	9	87	93	10	87	94	11	87	94	21
20	7	77	87	9	84	90	8	82	90	19	81	91	10	81	91	20
19	10	73	83	11	79	85	7	78	87	9	71	87	13	76	86	19
18	6	68	78	24	73	78	15	74	83	9	66	79	10	69	80	18
17	9	65	73	22	60	69	7	66	78	40	62	67	20	64	72	17
16	21	60	67	8	48	58	17	63	72	19	40	53	21	53	64	16
15	13	49	60	20	44	46	21	54	65	25	30	38	16	42	53	15
14	18	42	52	18	34	35	16	43	56	16	17	25	17	34	42	14
13	13	32	43	7	24	26	13	34	47	5	9	15	20	24	31	13
12	9	26	33	15	20	19	20	27	36	3	6	9	7	14	20	12
11	10	21	23	12	12	14	10	16	24	4	4	5	8	10	12	11
10	15	15	14	4	6	10	12	11	14	0	2	3	7	6	6	10
9	11	7	8	2	4	7	6	5	6	1	2	1	2	2	2	9
8	2	2	4	2	3	5	3	2	2	0	2	1	2	1	1	8
7	0	1	2	0	2	4	0	1	1	1	2	1	0	1	1	7
6	0	1	1	1	2	2	0	1	1	1	1	1	0	1	1	6
5	0	1	1	2	1	1	0	1	1	1	1	1	0	1	1	5
4	1	1	1	0	1	1	0	1	1	0	1	1	0	1	1	4
3	0	1	1	0	1	1	0	1	1	0	1	1	0	1	1	3
2	0	1	1	0	1	1	0	1	1	0	1	1	0	1	1	2
1	0	1	1	0	1	1	0	1	1	0	1	1	0	1	1	1
Mean	16.1		14.9	16.5		15.7	15.8		14.6	17.4		16.4	16.5		15.5	Mean
S.D.	4.8		4.3	4.3		4.1	4.5		4.0	3.6		3.1	4.0		3.5	S.D.

Table 1B: How do the subscores of our students compare with those of students nationally?

	Local Explore	Nat'l Explore	Local PLAN	Nat'l PLAN
Usage/ Mechanics				
Rhetorical Skills				
Pre-Alg./ Algebra				
Geometry				

TABLE 1b: How do the EXPLORE subscores of our students compare with those of students nationally?

EXPLORE subscore	Usage/Mechanics			Rhetorical Skills			EXPLORE subscore
	Local		Nat'l	Local		Nat'l	
	Freq	CP*	CP*	Freq	CP*	CP*	
12	19	100	100	15	100	100	12
11	17	90	98	13	92	99	11
10	32	81	91	18	85	92	10
9	27	64	78	21	76	82	9
8	27	49	60	37	64	69	8
7	21	35	42	16	45	56	7
6	8	24	28	32	36	40	6
5	24	20	17	23	19	23	5
4	6	7	9	11	7	9	4
3	4	4	5	2	1	3	3
2	3	2	2	0	1	1	2
1	0	1	1	0	1	1	1
Mean		8.3	7.7		7.8	7.3	Mean
S.D.		2.5	2.2		2.3	2.2	S.D.

Local percentage of students in national quartiles

National quartile	% of local	Score range	% of local	Score range	National quartile
75-100%	51	9-12	36	9-12	75-100%
50-74%	14	8-8	28	7-8	50-74%
25-49%	15	6-7	17	6-6	25-49%
1-24%	20	1-5	19	1-5	1-24%

Table 1C: Are our students on track to be college ready when they graduate?

	English	Math	Reading	Science
At or Above Benchmark				
Below Benchmark				

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

College Readiness Standards Report
(Percent of students in College Readiness Standards score ranges)

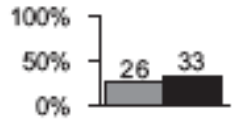
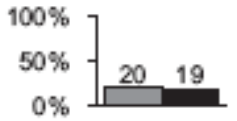
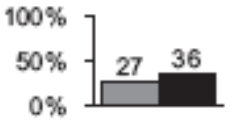
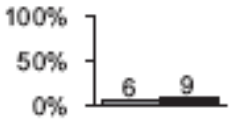
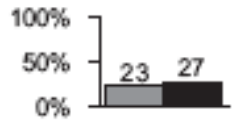
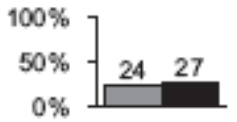
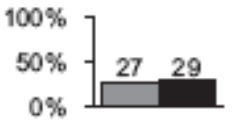
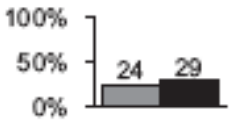
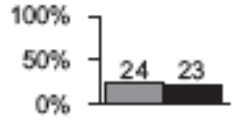
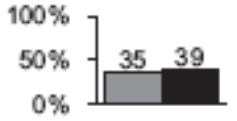
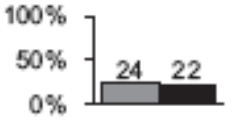
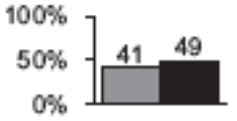
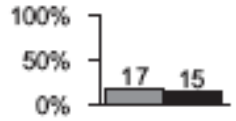
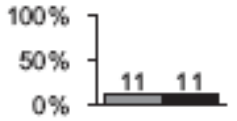
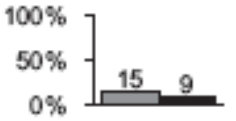
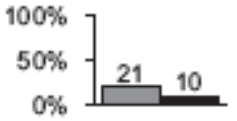
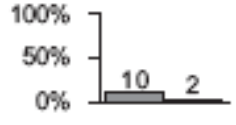
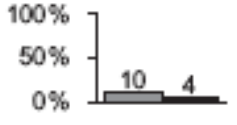
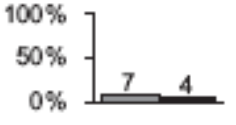
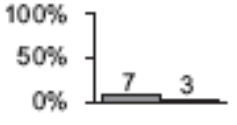
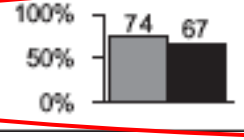
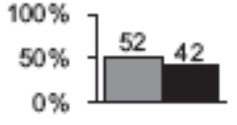
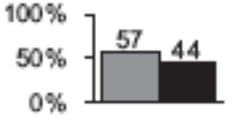
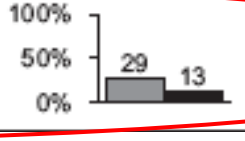
CRS Range	English (Benchmark = 13)	Mathematics (Benchmark = 17)	Reading (Benchmark = 15)	Science (Benchmark = 20)	CRS Range
1-12					1-12
13-15					13-15
16-19					16-19
20-23					20-23
24-25					24-25
% At or Above Benchmark					% At or Above Benchmark

Table 1C: Are our students on track to be college ready when they graduate?

- Use Table 1C to identify the percentage of students who fell into each score range.

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

College Readiness Standards Report
(Percent of students in College Readiness Standards score ranges)

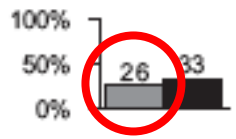
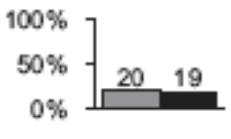
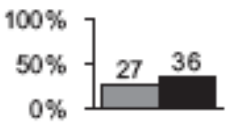
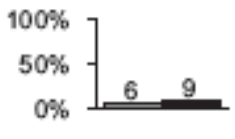
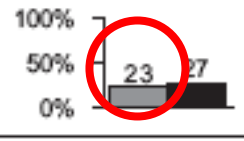
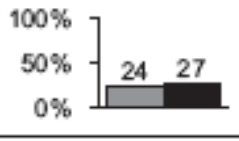
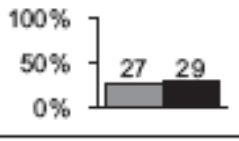
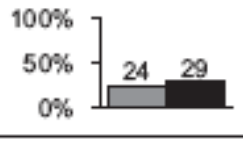
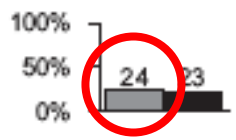
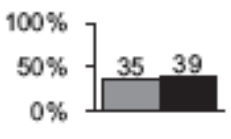
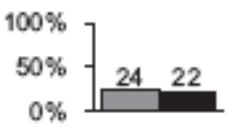
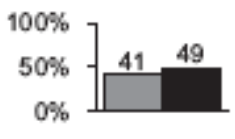
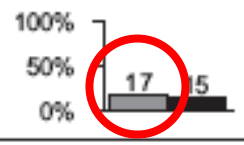
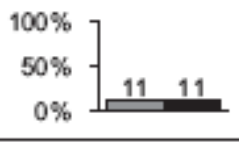
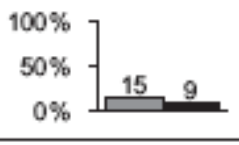
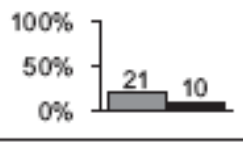
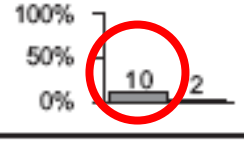
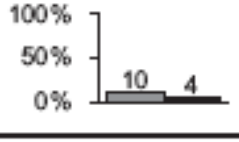
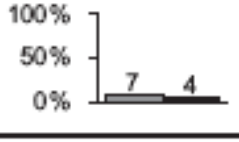
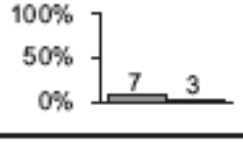
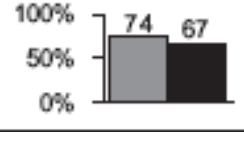
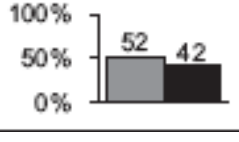
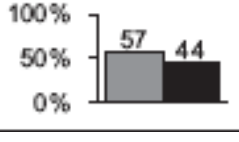
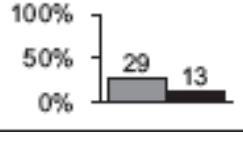
CRS Range	English (Benchmark = 13)	Mathematics (Benchmark = 17)	Reading (Benchmark = 15)	Science (Benchmark = 20)	CRS Range
1-12					1-12
13-15					13-15
16-19					16-19
20-23					20-23
24-25					24-25
% At or Above Benchmark					% At or Above Benchmark

Table 1C: Are our students on track to be college ready when they graduate?

- Using your College and Career Readiness Benchmark pages, record the percentage of your students that scored in each range.

Table 1C: Are our students on track to be college ready when they graduate?

	College Readiness Standards — English		
	Topic Development in Terms of Purpose and Focus	**Organization, Unity, and Coherence**	**Word Choice in Terms of Style, Tone, Clarity, and Economy**
13–15 23%		Use conjunctive adverbs or phrases to show time relationships in simple narrative essays (e.g., *then*, *this time*)	Revise sentences to correct awkward and confusing arrangements of sentence elements Revise vague nouns and pronouns that create obvious logic problems
16–19 24%	Identify the basic purpose or role of a specified phrase or sentence Delete a clause or sentence because it is obviously irrelevant to the essay	Select the most logical place to add a sentence in a paragraph	Delete obviously synonymous and wordy material in a sentence Revise expressions that deviate from the style of an essay
20–23 17%	Identify the central idea or main topic of a straightforward piece of writing Determine relevancy when presented with a variety of sentence-level details	Use conjunctive adverbs or phrases to express straightforward logical relationships (e.g., *first*, *afterward*, *in response*) Decide the most logical place to add a sentence in an essay Add a sentence that introduces a simple paragraph	Delete redundant material when information is repeated in different parts of speech (e.g., "alarmingly startled") Use the word or phrase most consistent with the style and tone of a fairly straightforward essay Determine the clearest and most logical conjunction to link clauses

Table 2: Do our students' scores differ by ethnic and gender groups?

	Lowest in English	Lowest in Math	Lowest in Reading	Lowest in science
Black/African American			✓	
American Indian		✓		
White				✓
Hispanic	✓			

TABLE 2: Do our students' EXPLORE scores differ by ethnic and gender groups?

Group	Number of students	English	Usage /Mech	Rhet Skills	Math	Reading	Science	Comp	% Planning core*
Total Group	188	16.1	8.3	7.8	16.5	15.8	17.4	16.5	29
African American/Black	77	12.7	6.6	6.2	13.7	13.3	15.2	13.9	9
American Indian/Alaskan Native	1	10.0	5.0	5.0	6.0	11.0	15.0	11.0	0
Caucasian American/White	89	18.7	9.6	8.9	18.5	17.7	18.9	18.6	40
Mexican American/Chicano	3	13.0	6.7	7.0	16.7	16.3	17.0	16.0	67
Asian American, Pacific Islander	5	24.6	11.6	11.8	23.6	22.8	23.8	23.6	80
Puerto Rican, Cuban, Hispanic	3	11.0	5.0	6.3	12.3	13.3	15.7	13.3	67
Multiracial	3	18.7	10.0	8.7	19.7	18.0	20.3	19.3	67
Other	2	19.0	11.0	8.0	17.5	15.5	17.5	17.5	50
Prefer not to respond	4	16.0	7.5	8.0	17.8	15.8	16.3	16.3	0
Males	94	16.2	8.2	7.8	17.0	15.9	17.5	16.8	27

Keep in mind the number of students in the subgroup!

Table 2: Do our students' scores differ by ethnic and gender groups?

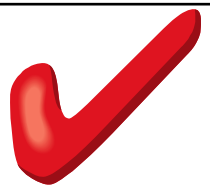
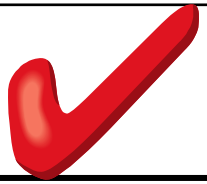
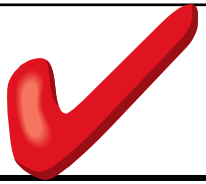
	Lowest in English	Lowest in Math	Lowest in Reading	Lowest in science
Male				
Female				

Table 2: Do our students' scores differ by ethnic and gender groups?

	Lowest in English		Lowest in Math		Lowest in Reading		Lowest in science	
Black/African American	M ✓	F	M	F	M ✓	F	M	F
American Indian	M	F	M	F	M	F	M	F ✓
White	M	F	M	F ✓	M	F	M	F
Hispanic	M	F	M	F	M	F	M	F

Table 2: Do our students' scores differ by ethnic and gender groups?

- What strategies and/or programs are being used to assist ethnic/gender groups?
- What strategies and/or programs are needed to assist ethnic/gender groups?

District Team Discussion

- What do you notice about your data?
- What questions do you have about your data?
- Describe any “aha!” moments.
- How can you use this information back in your district?

Analyzing Your Results

Item Response Summary

Analysis Activity

Item Response Summary Analysis

ReprintJobCode

12345678PD

EXPLORE®

2010-2011
Item Response Summary Report

Code: 12345678
SAMPLE SCHOOL
SAMPLE CITY, SAMPLE STATE

SCHOOL Report - Grade 8
EXPLORE Reporting Package

OO#: 9999999
C#: 87654321
PN#: 11111111

ACT 1-OCT-10

Materials Needed:

- Item Response Summary Report
- Student Test Booklet
  - The student testing booklet code (04B) must match test form code (04B)
- Item Response Summary Analysis Worksheet

Step 1

Use the Item Response Summary Report to:

- Identify any questions where 70% or more students answered correctly.
- Identify any questions where 40% or fewer students answered correctly.

TABLE 1: Item-Response Summary for English

Item Number	Percent of report group selecting each option, by response position. Asterisks mark correct responses. A / F %	B / G %	C / H %	D / J %	Omit %	REFERENCE group percentage correct	Percentage difference (report group minus reference group percentage correct). Report group responded correctly: Less often	As often	More often
Usage/Mechanics: Punctuation									
5	17	*64	11	8	0	68		-4	
7	*51	12	6	32	0	51		0	
14	31	14	14	*42	0	48		-6	
18	*86	5	7	2	0	91		-5	
23	27	2	4	*67	0	64		3	
32	27	32	7	*35	0	20			15
38	18	*63	9	10	0	63		0	
Avg. % Correct	58%					58%			
Usage/Mechanics: Grammar & Usage									
1	1	2	1	*97	0	83			14
8	*67	1	29	3	0	69		-2	
10	9	20	*67	3	0	69		-2	
12	8	8	*80	3	0	79		1	
15	*56	33	10	1	1	56		0	
26	3	8	*89	0	0	92		-3	
34	24	26	*48	2	0	34			14
36	1	*80	12	7	0	85		-5	
Avg. % Correct	73%					71%			

Step 2

Use the Item Response Summary Analysis Worksheet to:

- Record the item #'s highlighted
- Indicate if the item was a strength or weakness

Item Response Summary Analysis

English
Usage/Mechanics: Punctuation

Item #	>70%	<40%	Content/Standards Tested	Ideas about why strength or weakness
14	Strength	Weakness		
18	Strength	Weakness		
32	Strength	Weakness		

Step 3
Use the Student Test Booklet to:

- Read the question
- Identify the content or standard being tested
- Draw conclusions about why this question was a strength or weakness for your students. *Be sure to review incorrect answers chosen by large numbers of students.*

Reference Group: Fall 8 Total Students

TABLE 1: Item-Response Summary for English

Item Number	Percent of report group selecting each option, by response position. Asterisks mark correct responses. A / F %	B / G %	C / H %	D / J %	Omit %	REFERENCE group percentage correct	Percentage difference (report group minus reference group percentage correct). Report group responded correctly: Less often	As often	More often
Usage/Mechanics: Punctuation									
5	17	*64	11	8	0	68		-4	
7	*51	12	6	32	0	51		0	
14	31	14	14	*42	0	48		-6	
18	*86	5	7	2	0	91		-5	
23	27	5	4	*64	0	64		3	
32	27	32	7	*35	0	20			15
38	18	*63	9	10	0	63		0	
Avg. % Correct			58%			58%			
Usage/Mechanics: Grammar & Usage									
1	1	2	1	*97	0	83			14
8	*67	1	29	3	0	69		-2	
10	9	20	67	3	0	69		-2	
12	8	8	*80	3	0	79		1	
15	*56	33	10	1	1	56		0	
26	3	8	*89	0	0	92		-3	
34	24	26	*48	2	0	34			14
36	1	*80	12	7	0	85		-5	
Avg. % Correct			73%			71%			

Why did so many students choose these incorrect answers?

Item Response Summary Analysis

Example

English
Usage/Mechanics: Punctuation

Item #	>70%	<40%	Content/Standards Tested	Ideas about why strength or weakness (be specific)
14	Strength	Weakness	Use of apostrophes	Students often confuse plural and possessive nouns
18	Strength	Weakness	Subject-verb agreement	We hit this standard hard in our narrative writing unit
32	Strength	Weakness	Use of commas in a series	The question included the phrase “all of these EXCEPT…”

Step 4
Use the Item Response Summary Analysis Worksheet to:

- Note patterns, trends, or commonalities amongst questions in each section of the test.
- Note patterns, trends, or commonalities amongst PLAN and EXPLORE results.

Item Response Summary Analysis Worksheet

Noted patterns, trends, commonalities amongst questions above:

Noted patterns, trends, commonalities between PLAN and EXPLORE results:

TABLE 1: Item-Response Summary for English

Item Number	Percent of report group selecting each option, by response position. Asterisks mark correct responses. A / F %	B / G %	C / H %	D / J %	Omit %	REFERENCE group percentage correct	Percentage difference (report group minus reference group percentage correct). Report group responded correctly: Less often	As often	More often
Usage/Mechanics: Punctuation									
5	17	*64	11	8	0	68		-4	
7	*51	12	6	32	0	51		0	
14	31	14	14	*42	0	48		-6	
18	*86	5	7	2	0	91		-5	
23	27	2	4	*67	0	64		3	
32	27	32	7	*35	0	20			15
38	18	*63	9	10	0	63		0	
Avg. % Correct			58%			58%			
Usage/Mechanics: Grammar & Usage									
1	1	2	1	*97	0	83			14
8	*67	1	29	3	0	69		-2	
10	9	20	*67	3	0	69		-2	
12	8	8	*80	3	0	79		1	
15	*56	33	10	1	1	56		0	
26	3	8	*89	0	0	92		-3	
34	24	26	*48	2	0	34			14
36	1	*80	12	7	0	85		-5	
Avg. % Correct			73%			71%			

TABLE 1: Item-Response Summary for English

Item Number	Percent of report group selecting each option, by response position. Asterisks mark correct responses. A / F %	B / G %	C / H %	D / J %	Omit %	REFERENCE group percentage correct	Percentage difference (report group minus reference group percentage correct). Report group responded correctly: Less often	As often	More often
Usage/Mechanics: Punctuation									
5	17	*64	11	8	0	68		-4	
7	*51	12	6	32	0	51		0	
14	31	14	14	*42	0	48		-6	
18	*86	5	7	2	0	91		-5	
23	27	2	4	*67	0	64		3	
32	27	32	7	*35	0	20			15
38	18	*63	9	10	0	63		0	
Avg. % Correct			58%			58%			
Usage/Mechanics: Grammar & Usage									
1	1	2	1	*97	0	83			14
8	*67	1	29	3	0	69		-2	
10	9	20	*67	3	0	69		-2	
12	8	8	*80	3	0	79		1	
15	*56	33	10	1	1	56		0	
26	3	8	*89	0	0	92		-3	
34	24	26	*48	2	0	34			14
36	1	*80	12	7	0	85		-5	
Avg. % Correct			73%			71%			

Step 5
Discuss Curricular Implications
Weakness

- Identify where weak skills are currently placed in the curriculum.
- Identify where weak skills could be taught in greater depth.
- Identify which instructional strategies are being used to teach weak skills. Are they best practice?
- Identify other best practice instructional strategies that could be used to teach weak skills.

Step 5
Discuss Curricular Implications
Strength

- Identify where strong skills are currently placed in the curriculum.
- Is there a need to spend less time on these skills?
- Identify which instructional strategies are being used to teach strong skills. Could any of these strategies be used to teach weak skills?

District Team Discussion

- What do you notice about your data?
- What questions do you have about your data?
- Describe any “aha!” moments.
- How can you use this information back in your district?

ACT Curriculum Review Worksheet

- Purpose

  To help teachers focus on the skills and concepts being emphasized, to identify instructional needs, and to reflect on how course goals work toward the school's educational goals.

Source: *ACT Curriculum Review Worksheet*

Curriculum Review Worksheet

- Each content area tested is divided into college readiness benchmark scores
- 3 Questions:
  - Is it included in your curriculum?
  - At which grade level (or course) are students first introduced to the skill?
  - At what grade level (or course) are students expected to demonstrate proficiency?

Suggested Implementation:

- Have each teacher complete the worksheet individually
- Bring all content area teachers together to compare results
- Compare Test Results Analysis with Curriculum Review Worksheets
  - Which skills are over-emphasized?
  - Which skills are neglected?
  - What curricular changes need to be made?
- Have teachers come to consensus on when each skill should be introduced, and when students should be able to demonstrate proficiency

Decommissioned Reports

D-ACT

D-PLAN

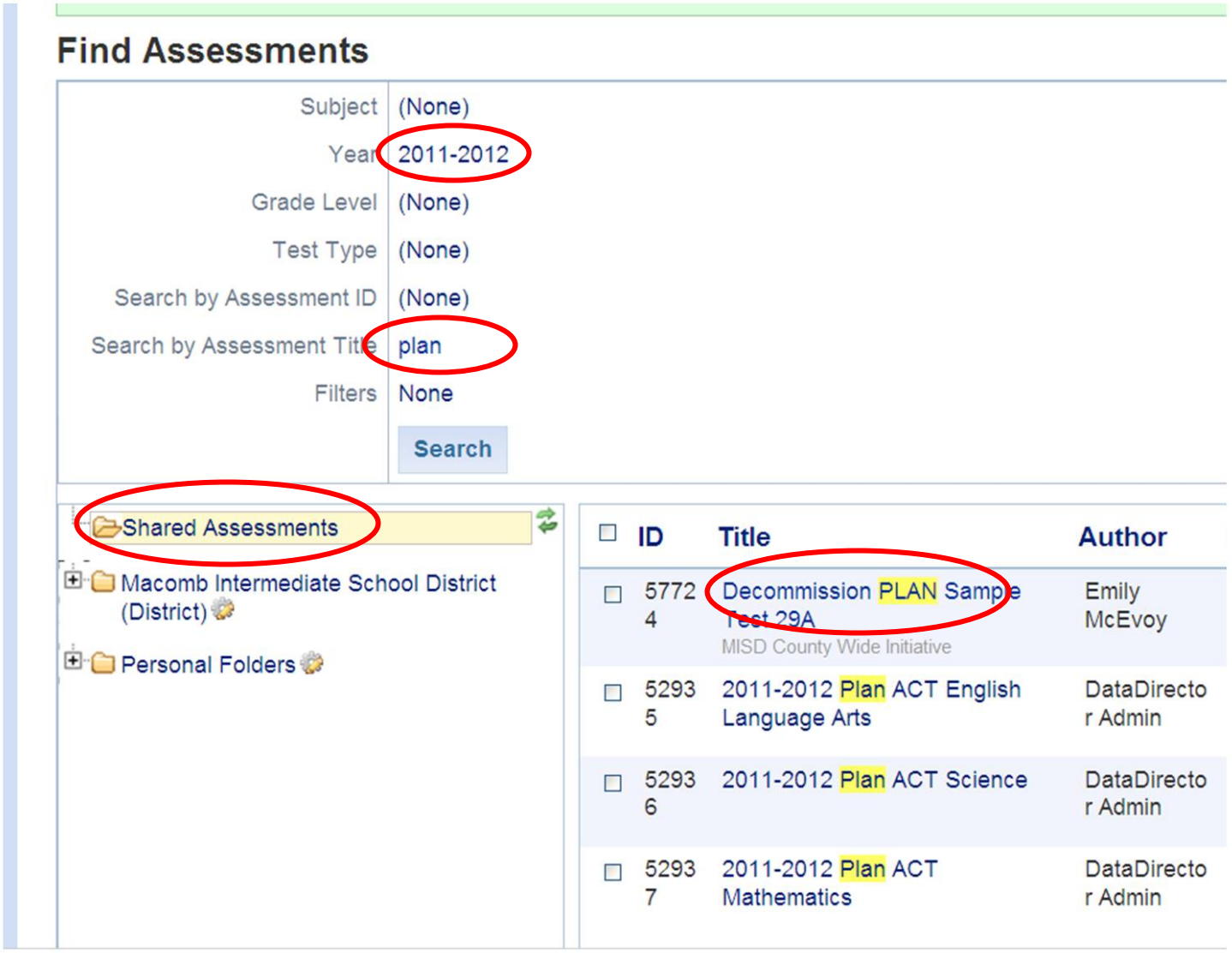
D-EXPLORE

Decommissioned Reports

- Items are scored in your buildings/district using Data Director.
- Each building will need to print their own reports.
- To give specific item analysis data, teacher teams from across the county analyzed test questions to determine the ACT standards being tested by each and every question.

Decommissioned Reports-
How to Retrieve Them

- Click on the “Assessments” Icon in the bottom left corner.
- Search by assessment title
  - Explore
  - Plan
- Click on shared assessments
- Exam name will appear
- Click on the exam name
- Reports will be listed on the right-hand-side


Find Assessments
Subject
(None)
Year
2011-2012
Grade Level
(None)
Test Type
(None)
Search by Assessment ID
(None)
Search by Assessment Title
plan
Filters
None
Search
Shared Assessments
Macomb Intermediate School District (District)
Personal Folders
ID
Title
Author
57724
Decommission PLAN Sample Test 29A
MISD County Wide Initiative
Emily McEvoy
52935
2011-2012 Plan ACT English Language Arts
DataDirector Admin
52936
2011-2012 Plan ACT Science
DataDirector Admin
52937
2011-2012 Plan ACT Mathematics
DataDirector Admin

Decommission PLAN Sample Test 29A

MISD County Wide Initiative

Assessment ID	57724
Subject Area	Other
Type	ACT
Grade Levels	9
Exam Date	Feb 26, 2012 (, 2011-2012)

9479 Students Tested

Showing results for AY: 2011-2012 Term(s): M1 M2 M3 M4 Update

	Max	Min	Median	Mean
Scores:	139.00	0.00	65.00	67.61

Reports related to this assessment

- District Assessment Report
- District Assessment Report - By School
- School Assessment Report
- Classroom Assessment Report
- Classroom Assessment Report (Response Matrix)
- Classroom Performance Summary Report

Decommissioned Reports
School Assessment Report

- Find your School Assessment Report in Data Director

Decommissioned Reports – **School Assessment Report**

- Student results are grouped by teacher and content area standards
  - Disregard teacher names assigned to groups- may not be accurate
  - Performance bands have been adjusted to align with ACT benchmarks.

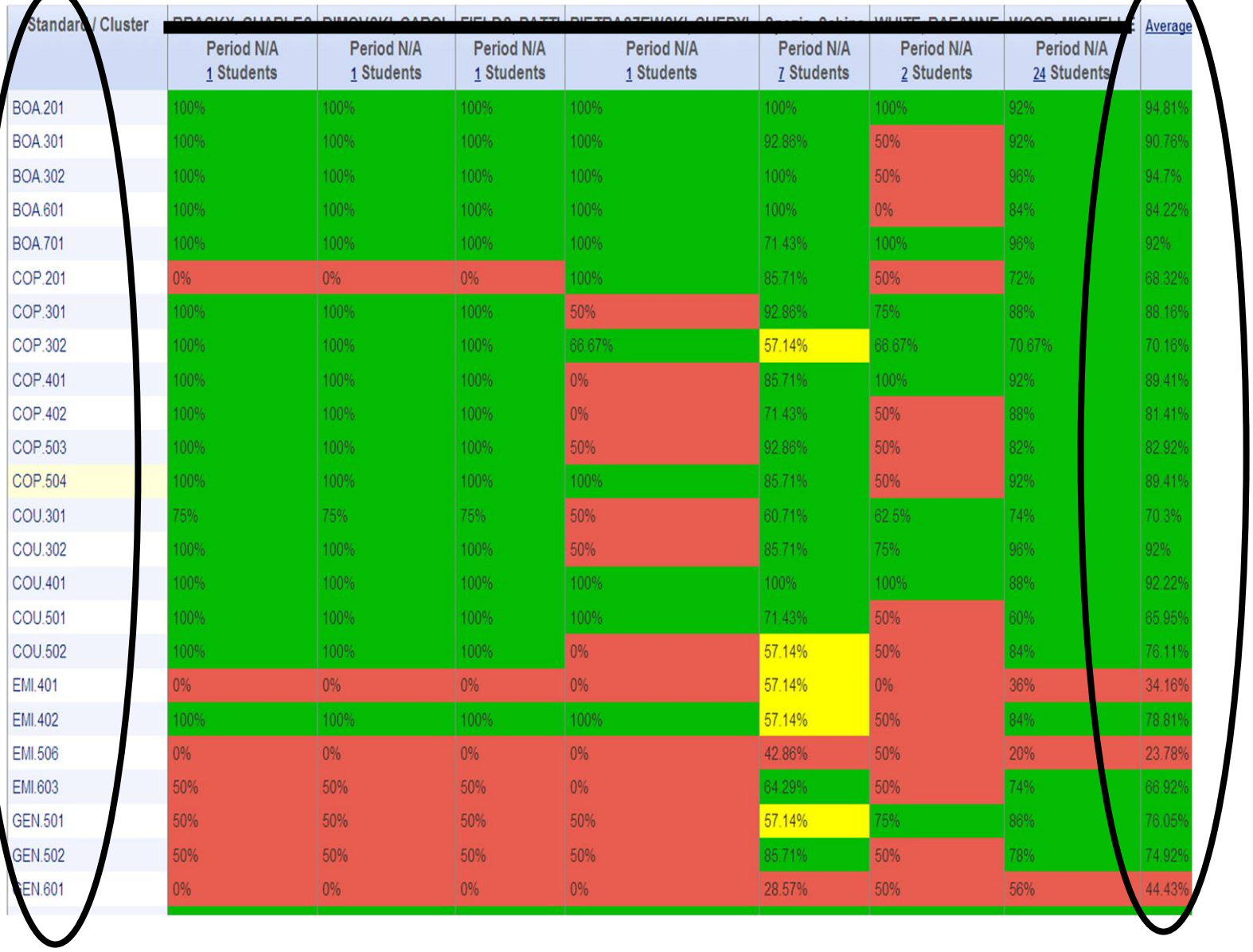
Standard / Cluster	[redacted]							Average
	Period N/A 1 Students	Period N/A 1 Students	Period N/A 1 Students	Period N/A 1 Students	Period N/A 7 Students	Period N/A 2 Students	Period N/A 24 Students	
BOA.201	100%	100%	100%	100%	100%	100%	92%	94.81%
BOA.301	100%	100%	100%	100%	92.86%	50%	92%	90.76%
BOA.302	100%	100%	100%	100%	100%	50%	96%	94.7%
BOA.601	100%	100%	100%	100%	100%	0%	84%	84.22%
BOA.701	100%	100%	100%	100%	71.43%	100%	96%	92%
COP.201	0%	0%	0%	100%	85.71%	50%	72%	68.32%
COP.301	100%	100%	100%	50%	92.86%	75%	88%	88.16%
COP.302	100%	100%	100%	66.67%	57.14%	66.67%	70.67%	70.16%
COP.401	100%	100%	100%	0%	85.71%	100%	92%	89.41%
COP.402	100%	100%	100%	0%	71.43%	50%	88%	81.41%
COP.503	100%	100%	100%	50%	92.86%	50%	82%	82.92%
COP.504	100%	100%	100%	100%	85.71%	50%	92%	89.41%
COU.301	75%	75%	75%	50%	60.71%	62.5%	74%	70.3%
COU.302	100%	100%	100%	50%	85.71%	75%	96%	92%
COU.401	100%	100%	100%	100%	100%	100%	88%	92.22%
COU.501	100%	100%	100%	100%	71.43%	50%	60%	65.95%
COU.502	100%	100%	100%	0%	57.14%	50%	84%	76.11%
EMI.401	0%	0%	0%	0%	57.14%	0%	36%	34.16%
EMI.402	100%	100%	100%	100%	57.14%	50%	84%	78.81%
EMI.506	0%	0%	0%	0%	42.86%	50%	20%	23.78%
EMI.603	50%	50%	50%	0%	64.29%	50%	74%	66.92%
GEN.501	50%	50%	50%	50%	57.14%	75%	86%	76.05%
GEN.502	50%	50%	50%	50%	85.71%	50%	78%	74.92%
GEN.601	0%	0%	0%	0%	28.57%	50%	56%	44.43%

Decommissioned Reports

School Assessment Report

- Use the Data Director Report to identify standards where the average proficiency is below benchmark.
- Record the content expectation code and the % of students proficient in the table provided.

Content Expectation Code	% of Students Proficient	Description of Content Expectation	# of Questions



Standard / Cluster	[redacted]	[redacted]	[redacted]	[redacted]	[redacted]	[redacted]	[redacted]	Average
	Period N/A 1 Students	Period N/A 1 Students	Period N/A 1 Students	Period N/A 1 Students	Period N/A 7 Students	Period N/A 2 Students	Period N/A 24 Students	
BOA.201	100%	100%	100%	100%	100%	100%	92%	94.81%
BOA.301	100%	100%	100%	100%	92.86%	50%	92%	90.76%
BOA.302	100%	100%	100%	100%	100%	50%	96%	94.7%
BOA.601	100%	100%	100%	100%	100%	0%	84%	84.22%
BOA.701	100%	100%	100%	100%	71.43%	100%	96%	92%
COP.201	0%	0%	0%	100%	85.71%	50%	72%	68.32%
COP.301	100%	100%	100%	50%	92.86%	75%	88%	88.16%
COP.302	100%	100%	100%	66.67%	57.14%	66.67%	70.67%	70.16%
COP.401	100%	100%	100%	0%	85.71%	100%	92%	89.41%
COP.402	100%	100%	100%	0%	71.43%	50%	88%	81.41%
COP.503	100%	100%	100%	50%	92.86%	50%	82%	82.92%
COP.504	100%	100%	100%	100%	85.71%	50%	92%	89.41%
COU.301	75%	75%	75%	50%	60.71%	62.5%	74%	70.3%
COU.302	100%	100%	100%	50%	85.71%	75%	96%	92%
COU.401	100%	100%	100%	100%	100%	100%	88%	92.22%
COU.501	100%	100%	100%	100%	71.43%	50%	60%	65.95%
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EMI.603	50%	50%	50%	0%	64.29%	50%	74%	66.92%
GEN.501	50%	50%	50%	50%	57.14%	75%	86%	76.05%
GEN.502	50%	50%	50%	50%	85.71%	50%	78%	74.92%
GEN.601	0%	0%	0%	0%	28.57%	50%	56%	44.43%

Decommissioned Reports

School Assessment Report

- Scroll down to the Standard/ Cluster Tested portion of the report.

Standards/Clusters Tested		
Standard / Cluster	**Description**	**# Items**
BOA.201	Perform one-operation computation with whole numbers and decimals	1
BOA.301	Solve routine one-step arithmetic problems (using whole numbers, fractions, and decimals) such as single-step percent	2
BOA.302	Solve some routine two-step arithmetic problems	1
BOA.601	Solve word problems containing several rates, proportions, or percentages	1
BOA.701	Solve complex arithmetic problems involving percent of increase or decrease and problems requiring integration of several concepts from prealgebra andlor pre-geometry (e.g., comparing percentages or averages, using several ratios, and finding ratios in geometry settings)	1
COP.201	Delete commas that create basic sense problems (e.g., between verb and direct object)	1
COP.301	Provide appropriate punctuation in straightforward situations (e.g., items in a series)	2
COP.302	Delete commas that disturb the sentence flow (e.g., between modifier and modified element)	3
COP.401	Use commas to set off simple parenthetical phrases	1
COP.402	Delete unnecessary commas when an incorrect reading of the sentence suggests a pause that should be punctuated (e.g., between verb and direct object clause)	1
COP.503	Use apostrophes to indicate simple possessive nouns	2
COP.504	Recognize inappropriate uses of colons and semicolons	1
COU.301	Solve such grammatical problems as whether to use an adverb or adjective form, how to ensure straightforward subject-verb and pronoun-antecedent agreement, and which preposition to use in simple contexts	4

Decommissioned Reports

School Assessment Report

- Write a brief description of each content expectation benchmark in the table provided.
- Write the number of questions on the test related to that content expectation.

Content Expectation Code	% of Students Proficient	Description of Content Expectation	# of Questions

Standards/Clusters Tested

Standard / Cluster	Description	# Items
BOA.201	Perform one-operation computation with whole numbers and decimals	1
BOA.301	Solve routine one-step arithmetic problems (using whole numbers, fractions, and decimals) such as single-step percent	2
BOA.302	Solve some routine two-step arithmetic problems	1
BOA.601	Solve word problems containing several rates, proportions, or percentages	1
BOA.701	Solve complex arithmetic problems involving percent of increase or decrease and problems requiring integration of several concepts from prealgebra andlor pre-geometry (e.g., comparing percentages or averages, using several ratios, and finding ratios in geometry settings)	1
COP.201	Delete commas that create basic sense problems (e.g., between verb and direct object)	1
COP.301	Provide appropriate punctuation in straightforward situations (e.g., items in a series)	2
COP.302	Delete commas that disturb the sentence flow (e.g., between modifier and modified element)	3
COP.401	Use commas to set off simple parenthetical phrases	1
COP.402	Delete unnecessary commas when an incorrect reading of the sentence suggests a pause that should be punctuated (e.g., between verb and direct object clause)	1
COP.503	Use apostrophes to indicate simple possessive nouns	2
COP.504	Recognize inappropriate uses of colons and semicolons	1
COU.301	Solve such grammatical problems as whether to use an adverb or adjective form, how to ensure straightforward subject-verb and pronoun-antecedent agreement, and which preposition to use in simple contexts	4

Reflection

- What patterns or trends do you see as a result of completing this table?

Decommissioned Reports
School Assessment Report

- **Scroll down to the Response Frequency portion of the report.**

School Assessment Report
Decommission PLAN Sample Test 29A

Question	Point	Standard / Cluster	A	B	C	D	F	G	H	J	E	K	NR	Correct	Incorrect
Q1	1	COU.301, Usage/Mechanics (UM), English, English		7	26*				*					26	7
Q2	1	COP.503, Usage/Mechanics (UM), English, English	*				29*	1	1	2				29	4
Q3	1	COU.302, Usage/Mechanics (UM), English, English	1	32*				*						32	1
Q4	1	TOD.301, Rhetorical Skills (RS), English, English			*		3	4	19*	7				19	14
Q5	1	TOD.302, Rhetorical Skills (RS), English, English	7	15*	2	8		*					1	15	18
Q6	1	SST.401, Usage/Mechanics (UM), English, English				*		4	1	28*				28	5
Q7	1	SST.501, Usage/Mechanics (UM), English, English	1	2		30*				*				30	3

Decommissioned Reports
School Assessment Report

- **Identify the questions where 70% or more students scored proficient. Record the item number and circle "strength."**
- **Identify the items where 40% or fewer students scored proficient. Record the item number and circle "weakness."**
- **Pay attention to large numbers of students who chose the same wrong answer.**

The PDF Report

School Assessment Report
Decommission PLAN Sample Test 29A

Question	Point	Standard / Cluster	A	B	C	D	F	G	H	J	E	K	NR	Correct	Incorrect
Q1	1	COU.301, Usage/Mechanics (UM), English, English		7	26*				*					26	7
Q2	1	COP.503, Usage/Mechanics (UM), English, English	*				29*	1	1	2				29	4
Q3	1	COU.302, Usage/Mechanics (UM), English, English	1	32*				*						32	1
Q4	1	TOD.301, Rhetorical Skills (RS), English, English			*		3	4	19*	7				19	14
Q5	1	TOD.302, Rhetorical Skills (RS), English, English	7	15*	2	8		*					1	15	18
Q6	1	SST.401, Usage/Mechanics (UM), English, English				*		4	1	28*				28	5
Q7	1	SST.501, Usage/Mechanics (UM), English, English	1	2		30*				*				30	3

PDF Copies of the School Assessment Report show percentages on the very last page.

The Online Report…

			Response Frequency												
Question	Point	Standard / Cluster	A	B	C	D	F	G	H	J	E	K	NR	Correct	Incorrect	Percent Correct
Q1	1	COU.301, Usage/Mechanics (UM), English, English	14	38	128*	3			*					128	55	69.95
Q2	1	COP.503, Usage/Mechanics (UM), English, English	*				114*	11	22	36				114	69	62.3
Q3	1	COU.302, Usage/Mechanics (UM), English, English	36	137*	2	8		*						137	46	74.86
Q4	1	TOD.301, Rhetorical Skills (RS), English, English			*		41	38	61*	43				61	122	33.33
Q5	1	TOD.302, Rhetorical Skills (RS), English, English	55	44*	38	46		*						44	139	24.04
Q6	1	SST.401, Usage/Mechanics (UM), English, English				*	23	49	37	74*				74	109	40.44
Q7	1	SST.501, Usage/Mechanics (UM), English, English	7	44	8	124*				*				124	59	67.76
Q8	1	OUC.502, Rhetorical Skills (RS), English, English		*			48	91*	31	13				91	92	49.73
Q9	1	OUC.503, Rhetorical Skills (RS), English, English	45	54*	22	62		*						54	129	29.51

Look at large numbers of students who chose the same incorrect answer

			Response Frequency													
Question	Point	Standard / Cluster	A	B	C	D	F	G	H	J	E	K	NR	Correct	Incorrect	Perc
Q1	1	COU.301, Usage/Mechanics (UM), English, English	14	38	128*	3			*					128	55	69.95
Q2	1	COP.503, Usage/Mechanics (UM), English, English	*				114*	11	22	36				114	69	62.3
Q3	1	COU.302, Usage/Mechanic		37*	2	8		*						137	46	74.86
Q4	1	TOD.301, Rhetorical Skills			*		41	38	61*	43				61	122	33.33
Q5	1	TOD.302, Rhetorical Skills		4*	38	46		*						44	139	24.04
Q6	1	SST.401, Usage/Mechanic				*	23	49	37	74*				74	109	40.44
Q7	1	SST.501, Usage/Mechanics (UM), English, English		44	8	124*				*				124	59	67.76
Q8	1	OUC.502, Rhetorical Skills (RS), English, English		*			48	91*	31	13				91	92	49.73
Q9	1	OUC.503, Rhetorical Skills (RS), English, English	45	54*	22	62		*						54	129	29.51
Q10	1	TOD.501, Rhetorical Skills (RS), English, English			*		30	39	97*	17				97	86	53.01
Q11	1	SST.401, Usage/Mechanics (UM), English, English	17	86	18	62*				*				62	121	33.88
Q12	1	OUC.401, Rhetorical Skills (RS), English, English		*			41	104*	12	26				104	79	56.83
Q13	1	WCH.501, Rhetorical Skills (RS), English, English	102*	38	37	7	*							102	81	55.74

Why did so many student choose this incorrect answer?

Decommissioned Reports
School Assessment Report

- **Record the content expectation the item is testing. (Refer back to the Content/ Standards Tested portion of the report.)**

- **Use the student test booklet to review the test question. Draw conclusions about why this question is a strength or weakness.**

Decommissioned Reports

School Assessment Report

Item #	>70%	<40%	Content/Standards Tested	Ideas about why strength or weakness
	Strength	Weakness		
	Strength	Weakness		
	Strength	Weakness		
	Strength	Weakness		

Decommissioned Reports
School Assessment Report

- Identify patterns or trends.

Noted patterns, trends, commonalities amongst questions above:

Noted patterns, trends, commonalities amongst D-EXPLORE, EXPLORE, D-PLAN, and PLAN results:

Discuss Curricular Implications

Weakness

- Are the weak skills consistent with the other assessment analyses?
- Identify where weak skills are currently placed in the curriculum.
- Identify where weak skills could be taught in greater depth.
- Identify which instructional strategies are being used to teach weak skills. Are they best practice?
- Identify other best practice instructional strategies that could be used to teach weak skills.

Discuss Curricular Implications

Strength

- Are the strong skills consistent with the other assessment analyses?
- Identify where strong skills are currently placed in the curriculum.
- Is there a need to spend less time on these skills?
- Identify which instructional strategies are being used to teach strong skills. Could any of these strategies be used to teach weak skills?

Decommissioned Reports – School Assessment Report

- Overall performance levels

Performance Level	# Students	% Students
Above Overall Avg. Benchmark	35	19
Met Overall Avg. Benchmark	5	3
Below Overall Avg. Benchmark	143	78
Total	183	100%

Decommissioned Reports

Emily McEvoy

A Realistic Approach to the Analysis of ACT, PLAN, and EXPLORE Decommissioned Test Results

August 15, 2012

Macomb Intermediate School District

District Team Discussion

- What do you notice about your data?
- What questions do you have about your data?
- Describe any “aha!” moments.
- How can you use this information back in your district?

Implications for Schools and Staff

Common Core State Standards

District/School Goals

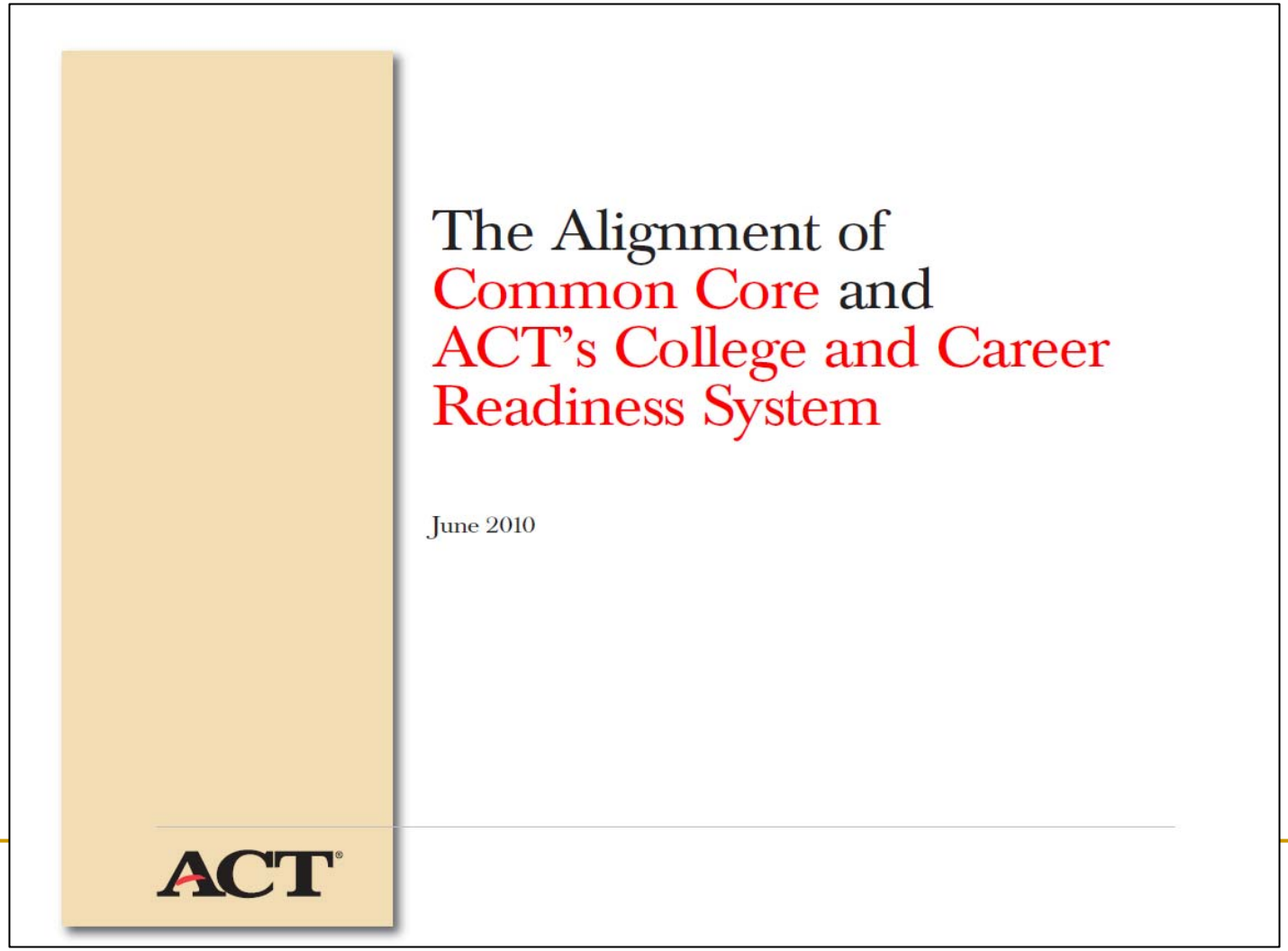
Connecting College Readiness to the Classroom

The Common Core State Standards and College and Career Readiness

ACT has long defined college and career readiness as the acquisition of the knowledge and skills a student needs to enroll and succeed in credit-bearing, first-year courses at a postsecondary institution (such as a two- or four-year college, trade school, or technical school) without the need for remediation. ACT's definition of college and career readiness was adopted by the Common Core State Standards Initiative and provides a unifying goal upon which educators and policymakers must now act.

ACT played a leading role in the development of the Common Core State Standards. Not only did the initiative draw on ACT's longitudinal research identifying the knowledge and skills essential for success in postsecondary education and workforce training, but ACT's College Readiness Standards were also among the resources used in the creation of the Common Core State Standards.

Alignment with Common Core … not a moving target!



District/Building Goals

- Important for everyone to be on the same page.
  - Belief in a Pre K-12 system
  - Knowledge of Common Core and College Readiness
  - Shared vocabulary and expectations
- Building on each other's goals, sharing information and developing commonalities

RHS-District Goals

- All graduates of the Rochester Community Schools will be College Ready, Career Ready and Life Ready in English Language Arts.
- All graduates of the Rochester Community Schools will be College Ready, Career Ready and Life Ready in Mathematics.
- All graduates of the Rochester Community Schools will be College Ready, Career Ready and Life Ready in Science.

SIP Goals

Our School Improvement Goals:

- All students will meet the college readiness benchmark in Reading.
- All students will meet the college readiness benchmark in Math.
- All students will meet the college readiness benchmark in Science.

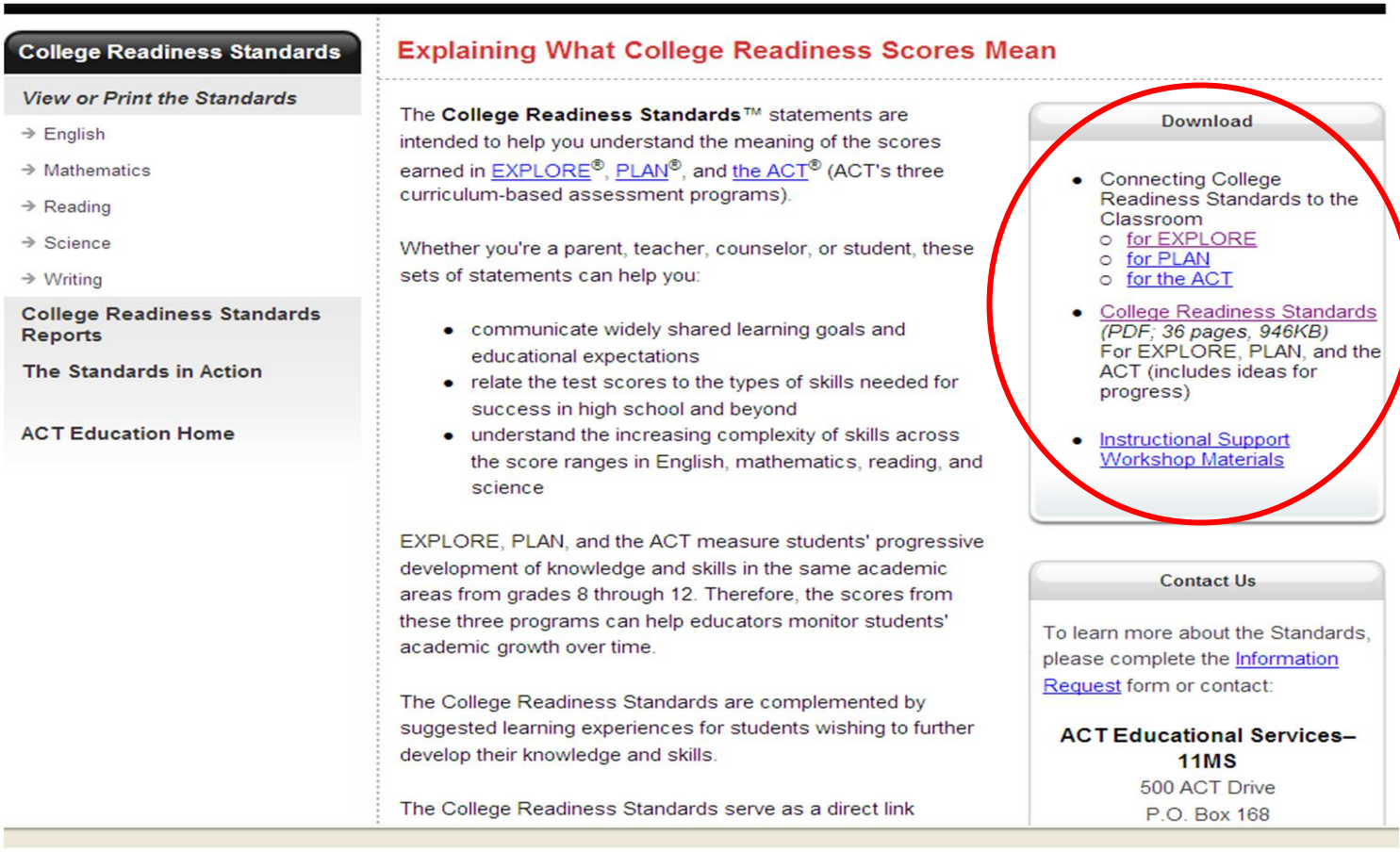
Interventions

- District Initiative: Pyramid of Intervention training for Staff.
- District Interventions for students: Mandatory Summer programs, Universal Screening.
- Building Interventions for students: Academic Center, Blended Service Model, Math Lab, Reading Lab, Study Island, R&R, Homework Lunch, Academic Draft.

Resources for School Plans

- ACT College Readiness Materials
- Administrative and Content area manuals provide:
  - Subject area standards
  - Description of the exams
  - Tips for low-scoring students
  - Instructional activities
  - Sample questions

Content Area Manuals
http://www.act.org/standard/



Additional Resources

http://www.act.org/ccrw/resources/explore.html

ACT
EXPLORE
PLAN
Quality Core
ENGAGE
College Readiness Materials
School & District Reports
Research Related to College Readiness
Additional Resources
Resources for Families

Taking it Back to School

Connecting ACT Data to Teachers, Students, and Parents

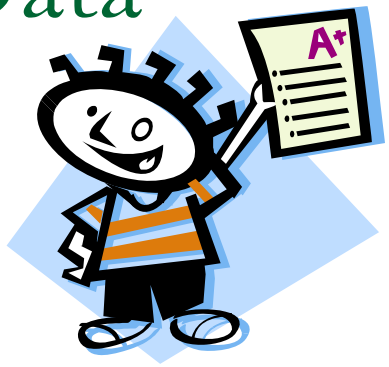
Connecting Teachers with the Data

- Item Response Summary Analysis
- Curriculum Review Worksheets
- Decommissioned Classroom Reports through Data Director
- Department Discussions on:
  - Course Content
  - Pacing
  - Best Practice Instructional Strategies
  - Common Assessments
- Benchmark Support Activity

Connecting Teachers with the Data

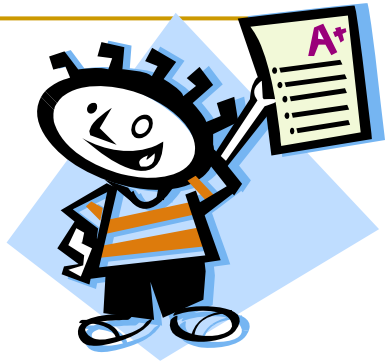
- ACT Data Dashboard coming soon.

Connecting Students with the Data



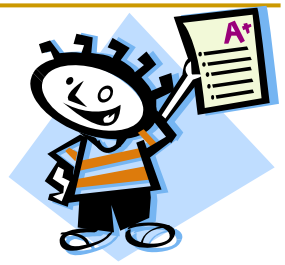
- Goal Setting
- Charting Their Own Progress
- Student Item Analysis
- ACT Online Preparation

Connecting Students with the Data: Goal Setting

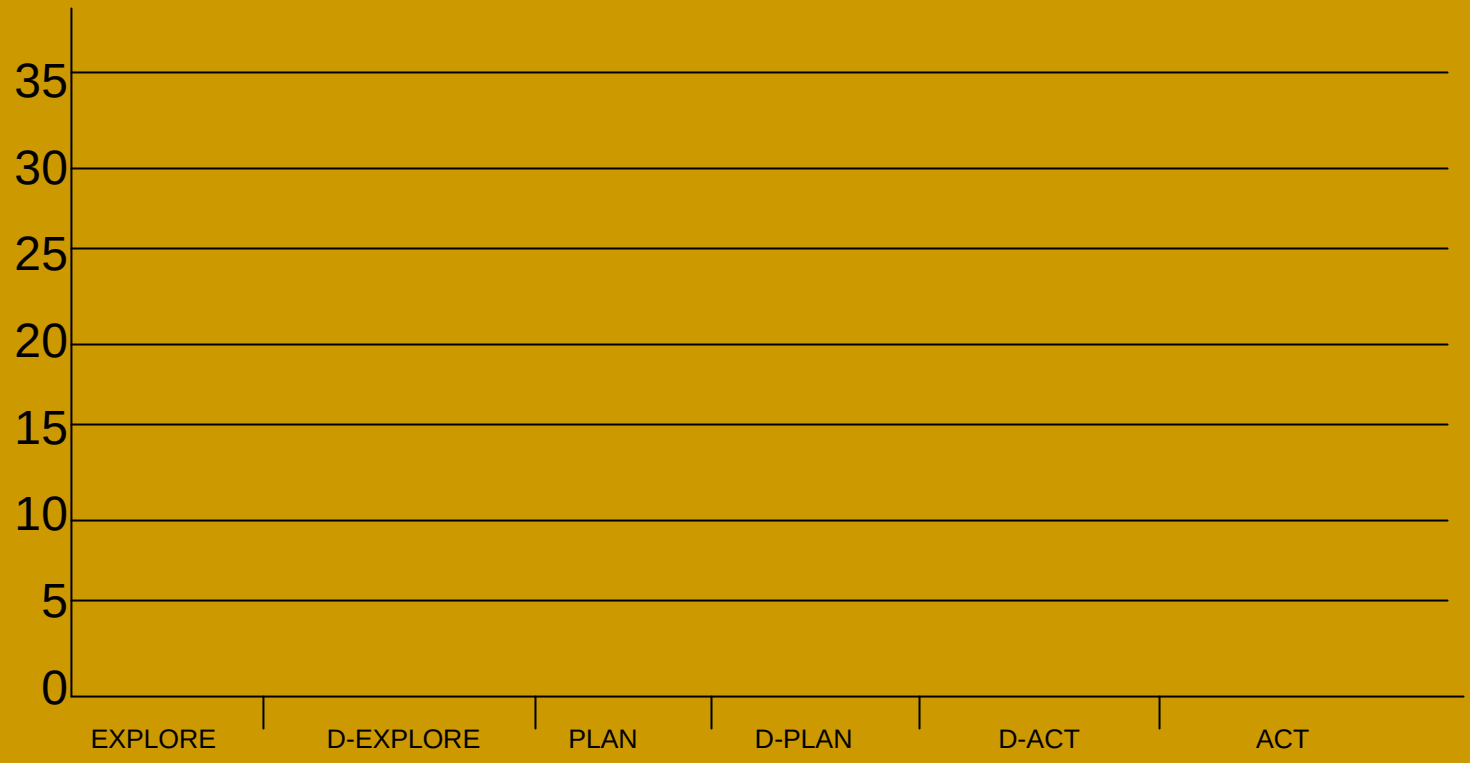


College/University	Preferred ACT Score
Adrian College	21
Albion College	23
Central Michigan University	20
College for Creative Studies	18

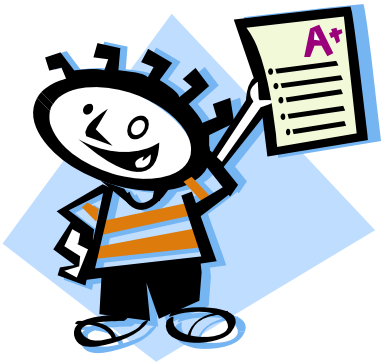
Connecting Students with the Data: Goal Setting



ACT Goal Score:_____



Connecting Students with the Data: Charting their Progress



	D-Explore 7th (benchmark)	Explore 8th (benchmark)	D-PLAN 9th (benchmark)	PLAN 10th (benchmark)	D-ACT Fall 11th (benchmark)
English	(14)	(14)	(15)	(15)	(18)
Math	(18)	(18)	(19)	(19)	(22)
Reading	(16)	(16)	(17)	(17)	(21)
Science	(20)	(20)	(21)	(21)	(24)
Composite					

Over Time…

Class of 2012 Linkage (Current 11th)		2008-09 EXPLORE AVERAGES (9th Grade)	2009-10 PLAN AVERAGES (10th Grade)	RHS 2010-11 ACT AVERAGES (11th Grade)
English		**16.9 (14)**	**18.9 (15)**	**21.6 (18)**
Math		**18.0 (18)**	**20.6 (19)**	**22.3 (22)**
Reading		**16.7 (16)**	**19.1 (17)**	**21.8 (21)**
Science		**18.5 (20)**	**20.5 (21)**	**22.1 (24)**
Composite		**17.6**	**19.9**	**22.1**

Connecting Students with the Data: Students Focus on Item Analysis

- Each content area teacher gets a copy of their individual students' "Your Score Report"
- Class time is set aside to review content area results using:
  - Your Score Report
  - Student Results Analysis Worksheet
  - Student Test Booklet
  - Teacher's Answer Key divided by skill

Connecting Students with the Data

TAYLOR, ANN C

Your Skills

More Info at www.explorestudent.org

Ask for your test booklet so you can review the questions and your answers.
"+" = correct answer, "o" = no response, "*" = marked more than one answer

Suggestions for improving your skills are based on your scores.

English

SUBSCORE AREA
(u = Usage; r = Rhetorical Skills)

Question	Correct Answer	Your Answer	Subscore	Question	Correct Answer	Your Answer	Subscore	Question	Correct Answer	Your Answer	Subscore
1	A	+	u	18	D	+	r	35	A	+	r
2	C	+	u	19	D	C	u	36	B	C	r
3	A	+	u	20	A	+	u	37	D	o	u
4	D	+	r	21	C	+	r	38	D	o	u
5	B	+	r	22	C	B	r	39	A	+	r
6	B	A	r	23	A	+	r	40	B	+	r
7	D	+	u	24	B	+	u				
8	A	+	u	25	B	+	u				
9	C	+	r	26	A	D	r				
10	B	A	u	27	C	+	r				
11	A	+	u	28	D	+	r				
12	D	C	r	29	B	+	u				
13	D	+	r	30	D	+	r				
14	B	o	r	31	A	+	u				
15	A	+	r	32	C	+	u				
16	B	A	r	33	C	+	u				
17	C	+	u	34	C	B	r				

- **You correctly answered 28 out of 40 questions.**
- **You omitted 3 questions.**
- **You incorrectly answered 9 questions.**

Content Areas	To improve your skills you can:
Topic Development	challenge yourself by reading new kinds of books; experiment with new writing styles
	rewrite a paper, sharpening its focus by cutting sentences not directly related to the topic
	add examples to illustrate or support major points
Organization	use transitions (like *similarly* or *to repeat*) to compare or emphasize ideas
	have a classmate read your paper to see if sentences need to be reordered for clarity
	try different openings and closings for a paper; say which works best and why
Word Choice	make sure repetition in a paper is purposeful (to provide emphasis, unity, etc.)
	verify that each pronoun clearly refers to a noun or noun phrase
	reread writing to make sure the words convey the same tone or vary in tone for a good reason
Sentence Structure	learn the difference between uses of coordinating conjunctions (like *and* or *but*) and subordinating conjunctions (like *after* or *though*)
	make sure pronoun person is consistent in a sentence; for instance, avoid shifts from *one* ("When one sees . . .") to *you* (" . . . you are impressed.")
Usage	check possessive pronouns (like *her* or *his*) to make sure they are used correctly
	use the word *have* (not *of*) following verbs like *could*, *would*, and *should*
Punctuation	use commas, dashes, or parentheses to set off nonessential information in a sentence
	delete unneeded commas in compound constructions, as in "Flags waved[,] and rustled."
	check to make sure semicolons are not used between a dependent and independent clause in a sentence (for example, "He ran all the way to school[;] because he was late.")

Question	Correct Answer	Your Answer	Question	Correct Answer	Your Answer	Question	Correct Answer	Your Answer
1	A	+	15	A	+	29	B	C
2	C	+	16	B	A	30	D	+
3	A	+	17	C	+			

Content Areas	To improve your skills you can:
Basic Operations	determine the discount price of items on sale (for example, an item that normally cost $10.00 is on sale for 13% off, so the sale price of the item is $8.70)
Probability	calculate the score value you need on your next math test to raise your overall grade by a certain percent
	predict the outcome of simple events (for example, the sum of two 6-sided fair number cubes when rolled)

TAYLOR, ANN C

Your Skills

Ask for your test booklet so you can review the questions and your answers.
"+" = correct answer, "o" = no response, "*" = marked more than one answer

English

SUBSCORE AREA
(u = Usage; r = Rhetorical Skills)

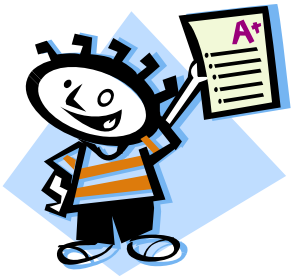
Question	Correct Answer	Your Answer	Subscore	Question	Correct Answer	Your Answer	Subscore	Question	Correct Answer	Your Answer	Subscore
1	A	+	r	18	J	+	r	35	A	+	r
2	H	+	u	19	C	+	u	36	H	G	r
3	B	A	r	20	H	G	u	37	B	C	u
4	H	+	u	21	C	+	r	38	G	+	u
5	A	+	u	22	G	+	u	39	A	+	r
6	G	H	u	23	G	+	u	40	H	J	u
7	C	+	u	24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

- You correctly answered 25 out of 40 questions.
- You omitted 0 questions.
- You incorrectly answered 15 questions.

Content Areas

- Topic Development
- Organization
- Word Choice
- Sentence Structure
- Usage
- Punctuation

Connecting Students with the Data: Students Focus on Item Analysis



Question #	Correct Answer	Your Answer	Topic Tested	Ideas about why I got it right/wrong
1.	D	D		
8	A	C		
13.	B	B		
18.	C	C		
21.	A	D		
25.	B	A		
27.	C	C		

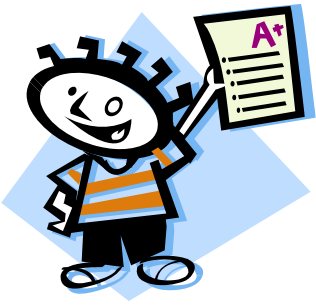
Student Test Booklet

Your Score Report

Answer Key Divided by Skill

Student Template Form

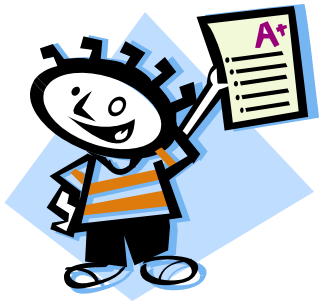
Connecting Students with the Data: Student Item Analysis



Strengths: Things I am doing well on:	Weaknesses: Things I still need to work on:

Reflection: What do you need to work on the most? What can you do to improve in these areas before taking the ACT?

Connecting Students with the Data: Online ACT Prep



All SCHOOLS will receive complimentary ACT on-line prep for 2 years.

An e-mailing was sent at the beginning of May to:

(1) MME test supervisors
(2) Principals in every high school in the state asking them if they want access and they will need to return the form we will attach to participate.

Once ACT receives the form, it takes about 5 business days to then have them set up with a username/password to access the system and begin setting up others at the schools with accounts.

Connecting Parents with the Data

- ACT Parent Night
  - EXPLORE and PLAN
    - What does this mean?
    - How did my student do?
    - How can my student improve?
- ACT Resource Packet (school designs)
- ACT Frequently Asked Questions
  - http://actstudent.org/faq/faq.html

NEXT STEPS

- Reflection
  - What were your team's three positives of vertical collaboration?
  - Did you experience those today?
  - How can you make this a consistent endeavor?
- Leadership Team Planning
  - How will you bring today's Data Retreat experience back to your colleagues?
  - Set a date for the Leadership Team to meet again.
  - Think about setting a date to meet with feeder schools next year to coordinate focus.
- Evaluation
  - Your feedback is valuable to us!

Contact Information

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