

# Dean's Data Dive 2025!

*Wisconsin Data Road Show*







**Dean Simon**

ACT Wisconsin State  
Lead  
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.....Around the Room



# Agenda

- **Introductions, Housekeeping, Objectives**
- **ACT Foundation – Understanding Standards and Benchmarks**
- **ACT Anatomy: The test, it's construction and importance.**
- **ACT Online Reporting Tutorial: Using the Data.**
- **Growth and Goal Setting.**
- **ACT Resources and Solutions**
- **Let's make a plan!**





# Housekeeping

- Interactive – Please!!!
- Power Point available.
- Links (from email last week)
- Time for exploration
- Facilities
- Breaks





# The Foundation

# Our North Star

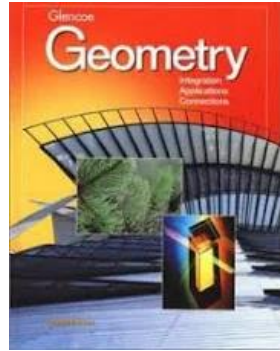
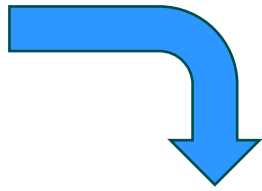
We exist to fight for fairness in education and create a world where **everyone** can discover and fulfill their potential.



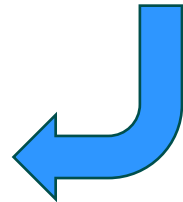




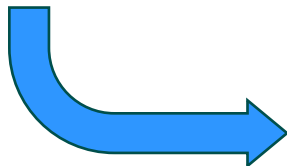
Classroom Autonomy



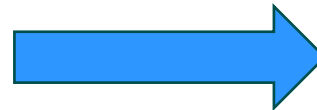
Textbooks



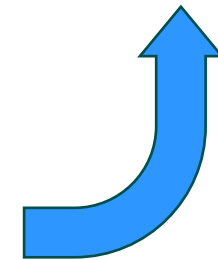
Accountability.



Report Cards!



Standards!



65 years of research!

# How Did We Get Here?

Over the years our ideas about what and how we should teach and why we should teach it have changed.

# Readiness Standards and Benchmarks

*“Understanding these tools and their relevance  
are the only way to truly gain value from your  
Wisconsin ACT data”*





# Readiness...

## **...for college means meeting benchmarks**

- Success in credit-bearing, first-year courses
- Two- or four-year college, trade school, or technical school
- Without needing to take remedial courses

**...for career** requires knowledge and skills comparable to those expected of a first-year college student

**Our readiness goal** must be to educate all students according to a common academic expectation that prepares them for both postsecondary education and the workforce.

# TRUSTED POINTS OF REFERENCE

**ACT National Curriculum Survey**

**ACT College and  
Career Readiness  
Standards**



**ACT College  
Readiness  
Benchmarks**

**ACT Holistic Framework**







# ACT NATIONAL CURRICULUM SURVEY<sup>®</sup>

- Conducted every 3-5 years by ACT
- Includes sample survey of nearly 10,000 educators and industry leaders
- Shows skills and knowledge taught at each grade level
- Collects data about what high school grads **should know and be able to do** to be ready for college **AND/OR** career
- Consultation with content area experts

Area	Number of Respondents
Early elementary school	1,214
Upper elementary school	1,213
Middle school	1,623
High school	1,619
K–12 administrators	405
College instructors	2,883
Workforce supervisors	405
Workforce employees	406
TOTAL	9,768

# An Explanation of Standards.

## ACT® College and Career Readiness Standards™ A progression of learning for readiness!

	Score Range 13–15	Score Range 16–19	Score Range 20–23	Score Range 24–27	Score Range 28–32	Score Range 33–36
Interpretation of Data (IOD)	<b>IOD 201.</b> Select one piece of data from a simple data presentation (e.g., a simple food web diagram)	<b>IOD 301.</b> Select two or more pieces of data from a simple data presentation	<b>IOD 401.</b> Select data from a complex data presentation (e.g., a phase diagram)	<b>IOD 501.</b> Compare or combine data from two or more simple data presentations (e.g., categorize data from a table using a scale from another table)	<b>IOD 601.</b> Compare or combine data from a simple data presentation with data from a complex data presentation	<b>IOD 701.</b> Compare or combine data from two or more complex data presentations
	<b>IOD 202.</b> Identify basic features of a table, graph, or diagram (e.g., units of measurement)	<b>IOD 302.</b> Understand basic scientific terminology	<b>IOD 402.</b> Compare or combine data from a simple data presentation (e.g., order or sum data from a table)	<b>IOD 502.</b> Compare or combine data from a complex data presentation	<b>IOD 602.</b> Determine and/or use a complex (e.g., nonlinear) mathematical relationship that exists between data	<b>IOD 702.</b> Analyze presented information when given new, complex information
	<b>IOD 203.</b> Find basic information in text that describes a simple data presentation	<b>IOD 303.</b> Find basic information in text that describes a complex data presentation	<b>IOD 403.</b> Translate information into a table, graph, or diagram	<b>IOD 503.</b> Determine how the values of variables change as the value of another variable changes in a simple data presentation	<b>IOD 603.</b> Perform a complex interpolation or complex extrapolation using data in a table or graph	
		<b>IOD 304.</b> Determine how the values of variables change as the value of another variable changes in a simple data presentation	<b>IOD 404.</b> Perform a simple interpolation or simple extrapolation using data in a table or graph			

[act.org/standards](https://act.org/standards)

ACT College & Career Readiness Standards ENGLISH	ACT
ACT College & Career Readiness Standards MATHEMATICS	ACT
ACT College & Career Readiness Standards READING	ACT
ACT College & Career Readiness Standards SCIENCE	ACT
ACT College & Career Readiness Standards WRITING	ACT

These Standards describe what students who score in specific score ranges on the writing section of the ACT® college readiness assessment are likely to know and be able to do:

SCORE RANGE	Skills and Analysis (SA)
3-4	<b>3A.101.</b> Understanding the task and writing with purpose A score in this range indicates that the writer is able to: • Generate a thesis that is unclear or not entirely related to the given issue • Respond weakly to other perspectives on the issue <b>3A.102.</b> Analyzing critical elements of an issue and offering perspectives on it A score in this range indicates that the writer is able to: • Provide analysis that is incomplete or largely irrelevant
5-6	<b>5A.101.</b> Understanding the task and writing with purpose A score in this range indicates that the writer is able to: • Generate a somewhat clear thesis that establishes a perspective on a contemporary issue • Respond to other perspectives on the issue <b>5A.102.</b> Analyzing critical elements of an issue and offering perspectives on it A score in this range indicates that the writer is able to: • Establish a limited or tangential context for analysis • Provide analysis that is simplistic or somewhat unclear
7-8	<b>7A.101.</b> Understanding the task and writing with purpose A score in this range indicates that the writer is able to: • Generate a clear thesis that establishes a perspective on a contemporary issue • Engage with other perspectives on the issue <b>7A.102.</b> Analyzing critical elements of an issue and offering perspectives on it A score in this range indicates that the writer is able to: • Establish and employ a relevant context for analysis • Recognize implications, complexities and tensions, and/or underlying values and assumptions
9-10	<b>9A.101.</b> Understanding the task and writing with purpose A score in this range indicates that the writer is able to: • Generate a precise thesis that establishes a perspective on a contemporary issue

Scores below 5 do not permit useful generalizations about students' writing abilities.



# Take Assessment to a Higher Level.

$P_1V_1=P_2V_2$  is the mathematical representation of \_\_\_\_\_ Law.

- a. Boyle's
- b. Charle's
- c. Dalton's
- d. Graham's

Pictured here is a solar hot water heater. In this panel are tubes filled with liquid. The panel absorbs heat energy from the sun. The hot/warm fluid in the tubes travels to an exchanger which transfers the heat to water in the house. Use the chart below to pick the best **mixture of 2 substances** from the chart to fill the tubes and carry the energy.

Make a claim, and give a **thorough** explanation, considering **all** the data (properties), as to why that mixture would make the best heat carrying fluid for a unit that was being used on a home in Wisconsin.

1. The best two substances to use in the heater are (1 pts):

Substance	Density (g/cm <sup>3</sup> )	Toxicity	Freezing Point (°C)	Specific Heat Capacity (cal/ g x °C)	Cost/liter
Ethanol	0.78	Low	-114	0.58	\$6.02
Glycerin	1.25	Low	20.0	0.568	\$18.54
Water	1.00	Low	0.00	1.00	\$0.003
Mercury	13.5	High	-38.3	0.033	\$4871.79
Hexane	0.66	Moderate	-95.3	0.542	\$23.80



# Help Students Succeed by Giving Them Practical Knowledge.

## ACT® College and Career Readiness Standards™ A progression of learning for readiness!

[act.org/standards](https://act.org/standards)

	Beginner	Basic	Intermediate	Proficient	Advanced	Expert
Topics in the flow to...	Score Range 13–15	Score Range 16–19	Score Range 20–23	Score Range 24–27	Score Range 28–32	Score Range 33–36
Number and Quantity (N)	<b>N 201.</b> Perform one-operation computation with whole numbers and decimals  <b>N 202.</b> Recognize equivalent fractions and fractions in lowest terms  <b>N 203.</b> Locate positive rational numbers	<b>N 301.</b> Recognize one-digit factors of a number  <b>N 302.</b> Identify a digit's place value  <b>N 303.</b> Locate rational numbers on the number line  <i>Note: A matrix as a representation of data is</i>	<b>N 401.</b> Exhibit knowledge of elementary number concepts such as rounding, the ordering of decimals, pattern identification, primes, and greatest common factor  <b>N 402.</b> Write positive powers of 10 by using	<b>N 501.</b> Order fractions  <b>N 502.</b> Find and use the least common multiple  <b>N 503.</b> Work with numerical factors  <b>N 504.</b> Exhibit some knowledge of the complex numbers  <b>N 505.</b> Add and subtract	<b>N 601.</b> Apply number properties involving prime factorization  <b>N 602.</b> Apply number properties involving even/odd numbers and factors/multiples  <b>N 603.</b> Apply number properties involving positive/negative numbers  <b>N 604.</b> Apply the	<b>N 701.</b> Analyze and draw conclusions based on number concepts  <b>N 702.</b> Apply properties of rational numbers and the rational number system  <b>N 703.</b> Apply properties of real numbers and the real



ACT College & Career Readiness Standards ► ENGLISH	ACT
ACT College & Career Readiness Standards ► MATHEMATICS	ACT
ACT College & Career Readiness Standards ► READING	ACT
ACT College & Career Readiness Standards ► SCIENCE	ACT
ACT College & Career Readiness Standards ► WRITING  These Standards describe what students who score in specific score ranges on the writing section of the ACT® college readiness assessment are likely to know and be able to do:	ACT  Scores below 5 do not permit useful generalizations about students' writing abilities.

SCORE RANGE	Ideas and Analysis (IAA)
5-4	<b>IAA 501.</b> Understanding the task and writing with purpose. A score in this range indicates that the writer is able to: → Generate a thesis that is unclear or not entirely related to the given issue. → Respond weakly to other perspectives on the issue. <b>IAA 502.</b> Analyzing critical elements of an issue and offering perspectives on it. A score in this range indicates that the writer is able to: → Provide analysis that is incomplete or largely irrelevant.
5-6	<b>IAA 501.</b> Understanding the task and writing with purpose. A score in this range indicates that the writer is able to: → Generate a somewhat clear thesis that establishes a perspective on a contemporary issue. → Respond to other perspectives on the issue. <b>IAA 502.</b> Analyzing critical elements of an issue and offering perspectives on it. A score in this range indicates that the writer is able to: → Establish a limited or tangential context for analysis. → Provide analysis that is simplistic or somewhat unclear.
7-8	<b>IAA 501.</b> Understanding the task and writing with purpose. A score in this range indicates that the writer is able to: → Generate a clear thesis that establishes a perspective on a contemporary issue. → Engage with other perspectives on the issue. <b>IAA 502.</b> Analyzing critical elements of an issue and offering perspectives on it. A score in this range indicates that the writer is able to: → Establish and employ a relevant context for analysis. → Recognize implications, complexities and tensions, and/or underlying values and assumptions.
9-10	<b>IAA 501.</b> Understanding the task and writing with purpose. A score in this range indicates that the writer is able to: → Generate a clear thesis that establishes a perspective on a contemporary issue.

## Using All Three.

**The bill: \$44.52. Let's leave 20%.**

Step 1. Move the decimal for 10% so, \$44.52  $\rightarrow$  \$4.45

Step 2.  $2 \times 10\%$  is 20% so  $\$4.45 \times 2 \rightarrow \$8.90$ .

Step 3. Round it off to \$9.00 for convenience.

This simple everyday function uses all three of the math standards highlighted in the previous slide. ACT standards are practical skills that help kids be **READY** for the world.





# ACT measures the **READINESS** of all kinds of students.



(E24-27) Determine relevance of material in terms of the focus of a paragraph.

(M24-27) Order fractions.

(R24-27) Paraphrase some statements as they are used in somewhat challenging passages.

(S24-27) Determine the experimental conditions that would produce specified results.



# Trout Fishing: The Readiness Analogy: Skills Translate and Combine.



No matter where you're fishing, the basics are the same. Situations eventually demand a combination of skills and more complex solutions. That's what we try to assess as "READINESS".

## ACT COLLEGE AND CAREER READINESS BENCHMARKS

Subject	Scores*	First-Year College Course
English	18	English Composition
Math	22	College Algebra
Reading	22	Social Sciences
Science	23	Biology
ELA	20	English Composition and Social Sciences
STEM	26	Calculus, Chemistry, Biology, Physics, and Engineering

\*The ACT College Readiness Benchmarks are the ACT scores that represent the level of achievement required for students to have a 50% chance of obtaining a B or higher or about a 75-80% chance of obtaining a C or higher in corresponding credit-bearing courses. These benchmarks also represent READINESS for career as well since skills equivalent to 1<sup>st</sup> year college coursework are crucial for students entering the workforce directly from high school.

Source: [ACT College Readiness Benchmarks](#)



## Standards and Benchmarks Site

### **Standards/Benchmarks Perception Reminder**

The score range at the “Benchmark Level” generally reflect a level at which school leaders would suggest that **ALL their graduates** should master:

English = 18

Math = 22

Reading = 22

Science = 23

# National Curriculum Survey



## Standards

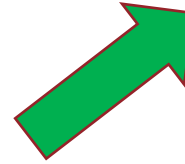


## Assessments

(ACT, PreACT Secure, PreACT 8/9, PreACT, Mosaic,  
Interest Inventory, Fall District Testing, WorkKeys)



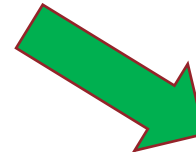
# Data!



## Student Intervention and Test Prep.



## Classroom Practices.



## Curriculum adjustments.



## ACP, SLOs, district goals and more!

# What is Our Goal as Educators?

- It is **not** teaching them how to take tests.
- It is **not** creating a high score on some state report card.
- It is **not** helping them to do well on a college entrance exam although colleges and universities understand the value of ACT results.
- **Oh Sheila\*, we need to help kids become “Ready for the World”!**

\*80's music dad joke.



**ACT**<sup>®</sup>



# ACT Standards and Benchmarks.



- [ACT College and Career Readiness Standards | ACT](#)



- [Ideas for Progress in College and Career Readiness | ACT](#)

# Anatomy of the ACT

**ACT**<sup>®</sup>

# ACT Test Specifications – [ACT Technical Manual](#)

Table 3.1 Level Descriptions for English

Depth of Knowledge Level	Description
DOK1	Requires the recall of information, such as a fact, term, definition, or simple procedure. Requires students to demonstrate a rote response or perform a simple procedure.
DOK2	Requires mental processing that goes beyond recalling or reproducing an answer. Students must make some decisions about how to approach a problem.
DOK3	Requires planning, thinking, explaining, justifying, using evidence, conjecturing, and postulating.

## ACT Test Descriptions (Legacy)

The full ACT consists of four multiple-choice sections—in English, mathematics, reading, and science—with an optional writing section.

Test	Number of Questions	Minutes Per Test
English	75	45
Mathematics	60	60
Reading	40	35
Science	40	35
Writing (optional)	1 essay	40

Proposed Future State		
English	50 items (10 FT)	35 min
Reading	36 items (9 FT)	40 min
Math	45 items (4 FT)	50 min
Science	40 items (6 FT)	40 mins
Writing	1 item	40 min
	<b>National &amp; S/D</b>	<b>125 min</b>
	<b>+Science +writing</b>	<b>165 min 205 min</b>



# How hard is it to increase a score?

The number of questions to answer correctly to meet the subject-area benchmarks is highlighted in green.

*This scale can vary slightly from test to test, but notice that, in most cases, students only need to get 2-3 more questions correct in order to hit the next score level for each subject.*



ACT Scale	English	Math	Reading	Science	ACT Scale
36	72-75		39-40	39-40	36
35	68-71	58	37-38	38	35
34	66-67	56	36		34
33	65	55	35	36	33
32	64		34	35	32
31	63	53	33	34	31
30	62	51-52	32	33	30
29	61	49-50	31	32	29
28	59-60	48	30		28
27	58	44-47	29	31	27
26	56-57	41-43		30	26
25	54-55	39-40	28	28-29	25
24	51-53	37-38	26-27	26-27	24
23	49-50	35-36	25	24-25	23
22	47-48	34	23-24	22-23	22
21	44-46	32-33	22	21	21
20	41-43	31	21	19-20	20
19	39-40	29-30	19-20	17-18	19
18	37-38	27-28	18	16	18
17	35-36	24-26	17	14-15	17
16	33-34	20-23	16	13	16

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

# SPECIFICATION RANGES BY REPORTING CATEGORY FOR SCIENCE

Reporting Category	Science			
	ACT - Legacy		ACT - Enhanced	
	Number of Items	Percentage of Section	Number of Items	Percentage of Operational Section
Interpretation of Data	16-20	40-50	13-17	36-47
Scientific Investigation	8-12	20-30	6-11	17-31
Evaluation of Models, Inferences, & Experimental Results	10-14	25-35	8-13	22-36
Field Test	12-14	SAFT	6	Not part of operational section
Total	40		40	



# SPECIFICATION RANGES BY REPORTING CATEGORY FOR MATHEMATICS

Reporting Category	Math			
	ACT - Legacy		ACT - Enhanced	
	Number of Items	Percentage of Section	Number of Items	Percentage of Operational Section
Preparing for Higher Math	34-36	57-60	33	80
Number & Quantity	5-7	8-12	4-5	10-12
Algebra	7-9	12-15	7-8	17-20
Functions	7-9	12-15	7-8	17-20
Geometry	7-9	12-15	7-8	17-20
Statistics & Probability	5-7	8-12	5-6	12-15
Integrating Essential Skills	24-26	40-43	8	20
Modeling	$\geq 12$	$\geq 20$	$\geq 8$	$\geq 20$
Field Test	16	SAFT	4	Not part of operational section
Total	60		45	

# SPECIFICATION RANGES BY REPORTING CATEGORY FOR ENGLISH

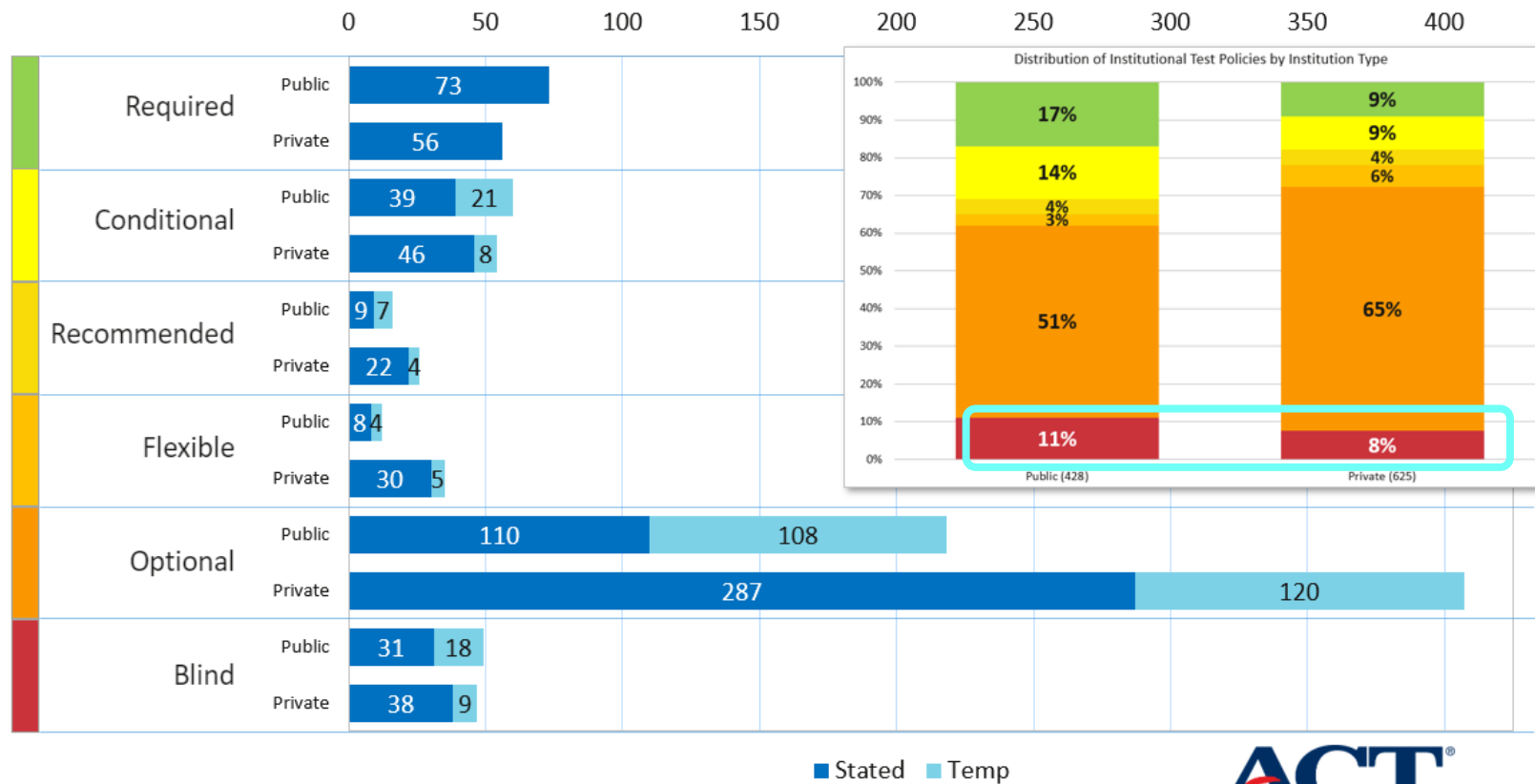
	English			
	ACT - Legacy		ACT - Enhanced	
Reporting Category	Number of Items	Percentage of Section	Number of Items	Percentage of Operational Section
Production of Writing	22-24	29-32	15-17	38-43
Knowledge of Language	11-13	15-17	7-9	18-23
Conventions of Standard English	39-41	52-55	15-17	38-43
Field Test	18-20	SAFT	10	Not part of operational section
Total	75		50	

# SPECIFICATION RANGES BY REPORTING CATEGORY FOR READING

	Reading			
	ACT - Legacy		ACT - Enhanced	
Reporting Category	Number of Items	Percentage of Section	Number of Items	Percentage of Operational Section
Key Ideas & Details	21-24	53-60	12-14	44-52
Craft & Structure	10-12	25-30	7-9	26-33
Integration of Knowledge & Ideas	6-9	15-23	5-7	19-26
Field Test	14-17	SAFT	9	Not part of operational section
Total	40		36	

# College Entrance Tests in a Test Optional World

## Test Policies for General Admissions by Institution Type



Note: the 111 Institutions categorized as NA or Open Admissions are not included



**Test Scores Still Matter! Especially for Selective Academic Programs and Academic Placement.**

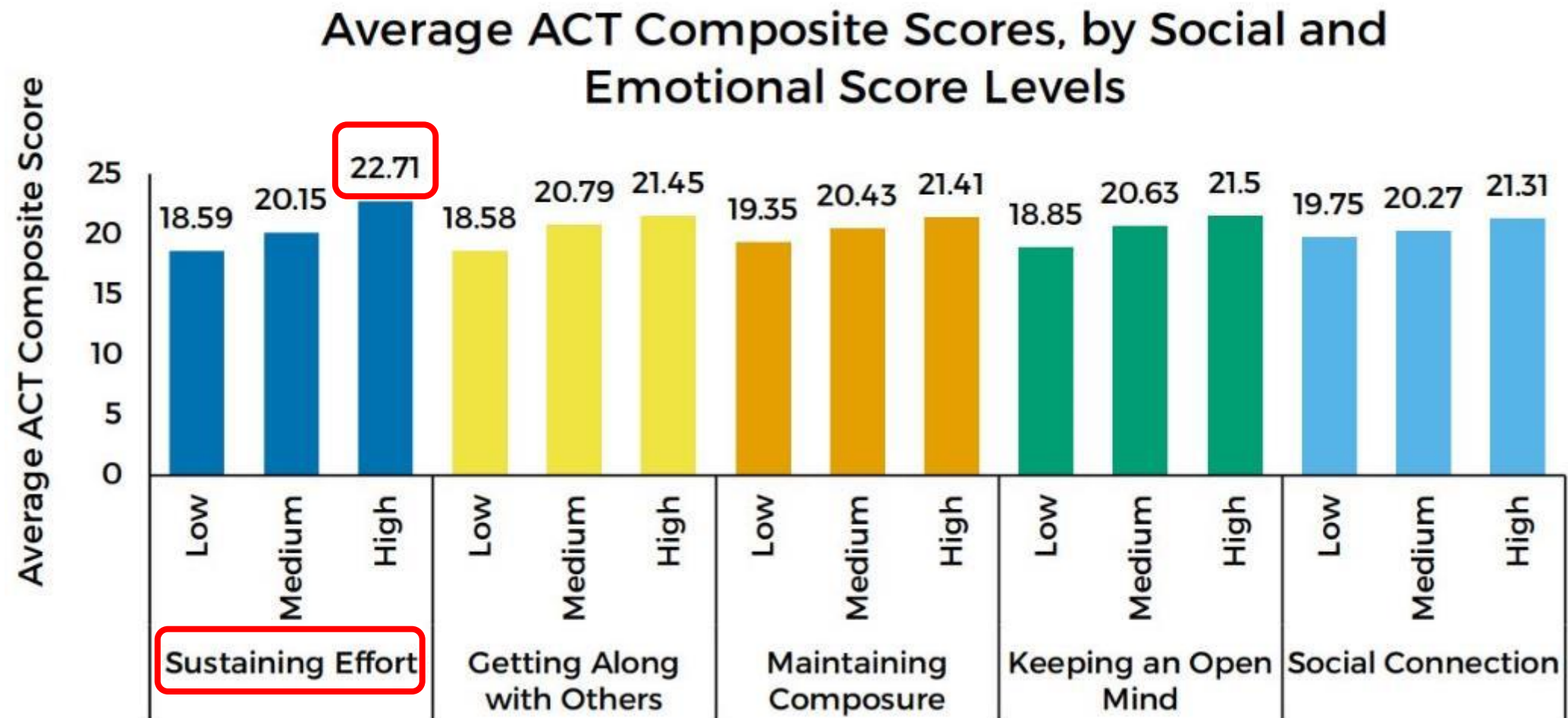


The figure consists of two side-by-side scatter plots. The left plot shows the relationship between SAT Score (x-axis, ranging from 1200 to 1600) and Cumulative First-Year College GPA (y-axis, ranging from 3.2 to 3.7). A green regression line is shown, and a vertical dashed line at approximately 1620 SAT score indicates students who did not submit SAT/ACT as part of their application. The right plot shows the relationship between Cumulative High School GPA (x-axis, ranging from 3.1 to 4.0) and Cumulative First-Year College GPA (y-axis, ranging from 3.2 to 3.7). An orange regression line is shown.

Helping people achieve education and workplace **success**.



# SEL Skills & ACT® Test Scores



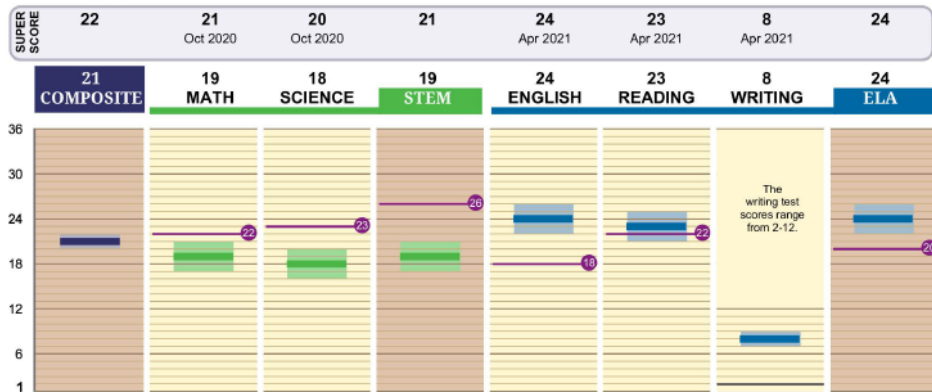
# This is often overlooked.

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

ACT ID: 201293212  
GRADUATION YEAR: 2023

DOB: SEPTEMBER 01, 2004  
GENDER: FEMALE

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

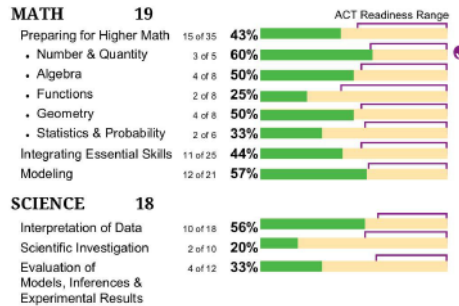


**Student Score**  
Score  
Score Range

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

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

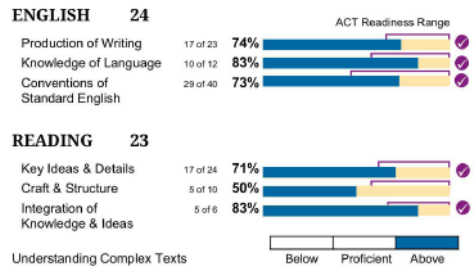
## Detailed Results



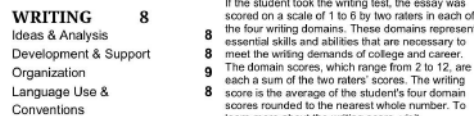
**ACT Composite Score:** ACT Math, Science, English, and Reading test scores and the Composite score range from 1 to 36. For each test, we converted the student's number of correct answers into a score within that range. The student's Composite score is the average of his or her scores on the four subjects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

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

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



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



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

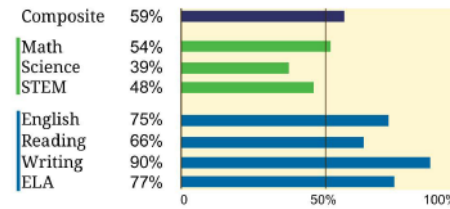
## The ACT<sup>®</sup> High School Report



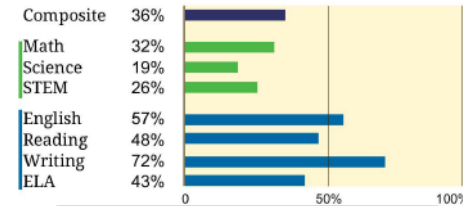
### Ranking Results

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

### US Rank



### State Rank

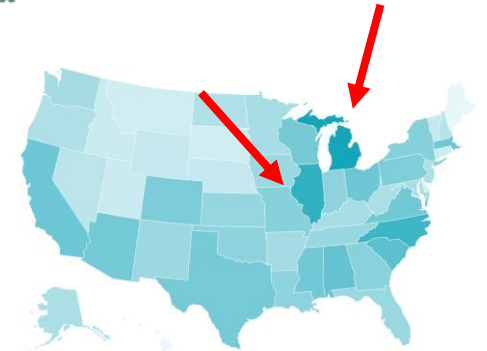


### Progress Toward the ACT National Career Readiness Certificate<sup>®</sup>

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



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



Firmographics of Companies using ACT WorkKeys





# ACT Online Reporting Tutorial: Using the Data.



# Experience Level in OLR?

- A. Minimal to no experience in ACT Online Reporting (success.act.org)
- B. Moderate experience in OLR (accessed it multiple times and have shared data reports with others, etc.)
- C. Significant experience in OLR (access site often, use reports, download data, etc.)



### Sign In

Sign In or [Create Account](#)

Email

Password

[Forgot password?](#)

Sign In

### Welcome to Success!

The Success community provides ACT customers access to the tools and resources needed to be successful. To view your organization's information, create an account. Accounts will have access to:

**Online Reporting:** Looking for your school's data, trends, and scores? Sign in here to access your personalized data.

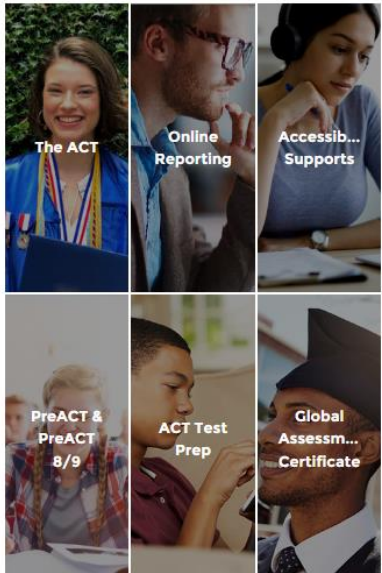
**Test Accessibility and Accommodations:** Test Accommodation Coordinators will use this system to request student's accommodations or English Learner supports, receive decision notifications, and agree to test previously approved students through Special Testing. *\*Note- if you are new to Success and have a previous TAA account, please use your TAA email when creating an account.*

**PearsonAccess<sup>next</sup>:** Sign in and access the administration system for the ACT.

### Resources

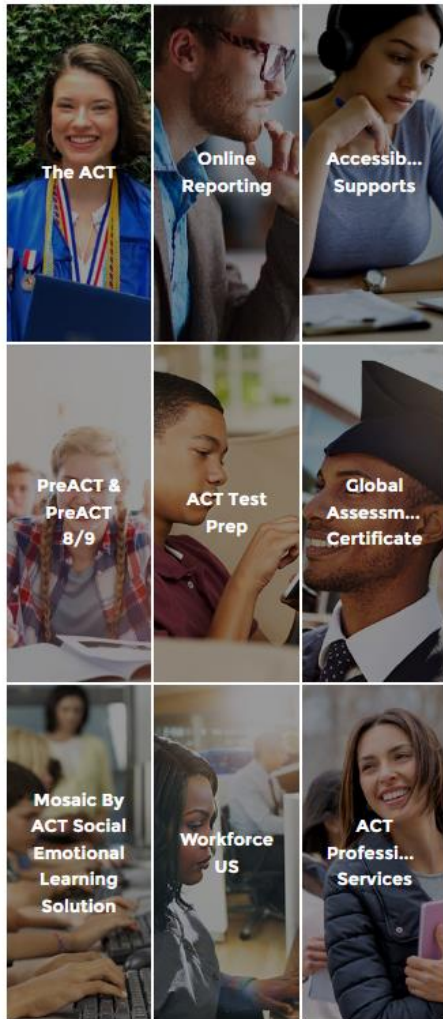
Unsure where to begin? Start by exploring the **Knowledge Hub**, our one-stop resource area for all products and services offered by ACT. Simply select a product on the right or through the dropdown menu on the top (no login needed).


### Resources








# Creating Users.





 **ACT Test Scores and Reports**


 **ACT Now**


 **PearsonAccess<sup>next</sup>**

 **Test Accessibility and Accommodations**

 **Materials Ordering**

 **Invite New Users**

 **Manage Users**

 **Manage My Access**

No new updates.

## Important Messages

You're all set!

Contact Support

New Users Assigned here.



# What is your role and who can see the data at your school?

•**Trusted Agent:** Views, adds, and removes users at district and school level. Views and exports summary and detailed individual data and reports. Accesses the user activity report within Data Interaction.

•**Detailed Viewer:** Views and exports summary and detailed individual data and reports (e.g., school principal, school test coordinator).

•**Summary Viewer:** Views and Exports summary data and reports (e.g., district test coordinator, district official, state official).

•**Test Accommodations Coordinator:** Submits TAA requests for any examinees who need to test with accommodations or supports (e.g., school test coordinator, counselor).

Note: As a Trusted Agent, you will get emails any time a user requests access to an organization within your hierarchy. Please appropriately approve or deny these requests as they come in.

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

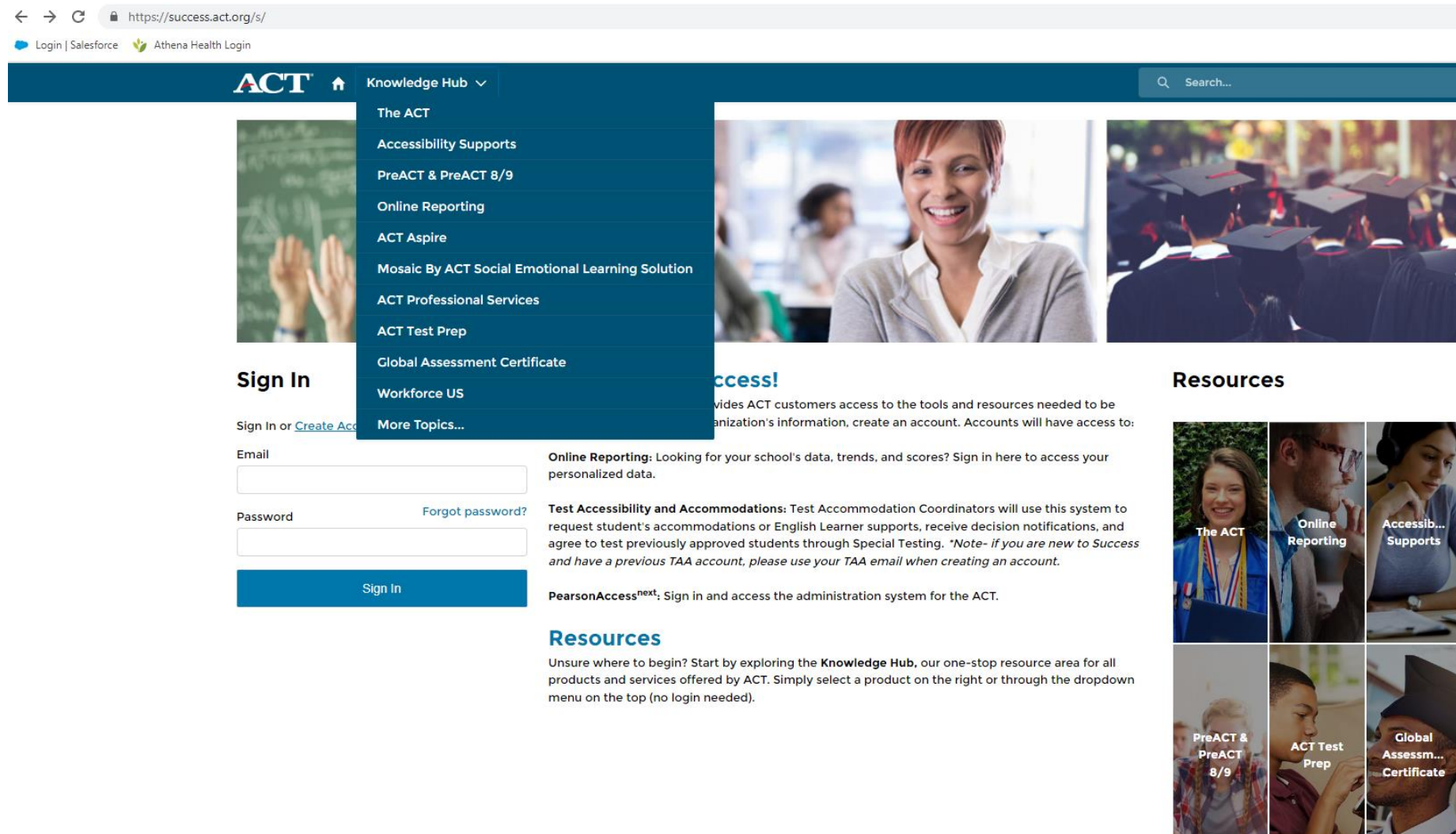
If a user has multiple profiles within the system that allow for different data visibility based on school, district, or state access, the user will have the option to toggle between specific roles.

Options may include:

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



# ACT Online Reporting – [Knowledge Hub](#)



- > The ACT
- > Accessibility Supports
- > PreACT & PreACT 8/9
- ▼ Online Reporting
  - > Online Reporting Getting Started
    - Online Reporting Accessibility & Accommoda...
    - Online Reporting Data & Reports
    - Online Reporting FAQ
  - > Online Reporting Product Support
- > Mosaic By ACT Social Emotional Learning Soluti...
  - ACT Professional Services
- > ACT Test Prep
  - Global Assessment Certificate
- > Workforce US

## Articles

### Create Your Trusted Agent Account

Instructions for creating your success.act.org account for Trusted Agent access

12953 Views • Nov 6, 2023 • Knowledge Base

### Online Reporting Training Resources

Comprehensive list of training resources that are available in the Knowledge Hub to support all users in Online Reporting. Note: Some resources are accessed after user login.

7102 Views • Sep 26, 2023 • Knowledge Base

### Delegate Your Trusted Agent Access

Instructions for designating someone else at your organization to act as Trusted Agent

4067 Views • Feb 2, 2023 • Knowledge Base

### Manage Your Organizational Hierarchy

Instructions for ensuring accurate access to organizational data

5007 Views • Jan 27, 2023 • Knowledge Base

### Printing Student Reports in Online Reporting

This platform allows one to easily print student reports.

56349 Views • Jan 4, 2023 • Knowledge Base



# What Can We Learn?

## Part 1: What We All Have.



# Wisconsin State Tests.

Pre **ACT**<sup>®</sup> Secure<sup>™</sup>

**ACT**<sup>®</sup>





# **Data Dive 1: Navigating the Tabs to get some overall data.**



# Online Reporting Tabs You'll Need for Worksheet 1 and 2.

ACT<sup>®</sup> Online Reporting by Data Interaction

Help DS ▼

☆ My Reports [See All ▶](#)

📢 Announcements

- ACT recommends that schools do not include State or District ACT scores on school transcripts ...

[Expand All](#)

My Role: District-Summary Viewer ▼

Program: The ACT (All Data) ▲

Summary

The ACT (All Data)

The ACT State Contract

The ACT District Contract

PreACT

PreACT Secure

English Readiness (District)  
English Reporting Categories

Reading Readiness (District)  
Reading Reporting Categories

Science Readiness (District)  
Science Reporting Categories

College & Career Readiness (District)  
Percent of Students in College and Career Readiness (CCRS) Score Ranges

Score Distribution Quartiles (District)  
ACT Score Quartile Values

Distribution of Planned Educational Majors for All Students by College Plans (District)  
Distribution of Planned Educational Majors for All Students by College Plans

Note: The ACT(All Data) tab includes every ACT test your district students have taken. The ACT District Contract tab is for fall district testing in school but not mandated by the state.



# A Quick Aside: Look at your “All Data”. Here’s an Example of a School That Might Think About Fall District Testing.

Group	Year	Composite		Math	Science	STEM	English	Reading	Writing	ELA
		Valid Number	Mean Score	Mean Score	Mean Score	Mean Score	Mean Score	Mean Score	Mean Score	Mean Score
	2024-2025	46	24.6	24.1	24.6	24.7	24.5	24.8	7.3	22.8
10th	2024-2025	1	33.0	32.0	28.0	30.0	36.0	36.0	6.0	29.0
11th	2024-2025	24	25.1	24.9	25.7	25.6	24.5	25.0	7.6	22.4
12th	2024-2025	21	23.6	22.8	23.2	23.3	23.9	24.0	7.0	22.2

# Worksheet # 1: Benchmarks.



**“Average ACT Composite Scores” Chart 1**

Year	Composite School	Composite State	Met all 4 School	Met All 4 State
2020-21		19.1		18%
2021-22		19.3		19%
2022-23		19.3		19%
2023-24		19.3		20%
2024-25*				

**“ACT Percentage of Students Meeting Benchmark” Chart 2**

Year	Math School	Math State	Science School	Science State	English School	English State	Reading School	Reading State
2020-21		29%		30%		48%		36%
2021-22		30%		31%		49%		37%
2022-23		30%		32%		52%		37%
2023-24		30%		32%		50%		36%
2024-25*								

**“Average ACT Scores” Chart 3**

Year	Comp School	Comp State	Math School	Math State	Science School	Science State	English School	English State	Reading School	Reading State
2020-21		19.1		19.1		19.6		17.9		19.4
2021-22		19.3		19.1		19.7		18.1		19.7
2022-23		19.3		19.1		19.8		18.4		19.6
2023-24		19.3		19.2		19.7		18.2		19.4
2024-25*										

# ACT Online Reporting: Summary Tab

Program: The ACT State Contract ▼

Summary

Contract Reports

My Summary Results (Building)

Summary View

Year:

✓ 2024-2025

✓ 2023-2024

✓ 2022-2023

✓ 2021-2022

✓ 2020-2021

Admin:

✓ Fall

✓ Spring

Organization

1 selected (clear)



Search within WISCONSIN DEPARTMENT OF PUBLIC INSTRUCTION

WISCONSIN DEPARTMENT OF PUBLIC INSTRUCTION

# ACT Online Reporting “Summary Tab”

- 5-Year **ACT Pattern?**

Year	Admin	Composite		Math	Science	STEM	English	Reading	Writing	ELA
		Valid Number	Mean Score	Mean Score	Mean Score	Mean Score	Mean Score	Mean Score	Mean Score	Mean Score
2024-2025	Spring	370	21.7	21.9	21.6	22.0	21.2	21.4	7.2	21.1
2023-2024	Spring	396	21.4	21.6	21.5	21.8	20.8	21.2	7.0	20.5
2022-2023	Spring	369	21.2	21.9	21.4	21.9	20.0	21.1	7.0	20.5
2021-2022	Spring	399	20.6	21.2	20.9	21.3	19.0	20.9	6.5	19.2
2020-2021	Spring	374	19.7	20.3	20.3	20.5	18.1	19.5	6.6	18.5



# ACT Online Reporting

## “Summary Tab”

## Chart #1

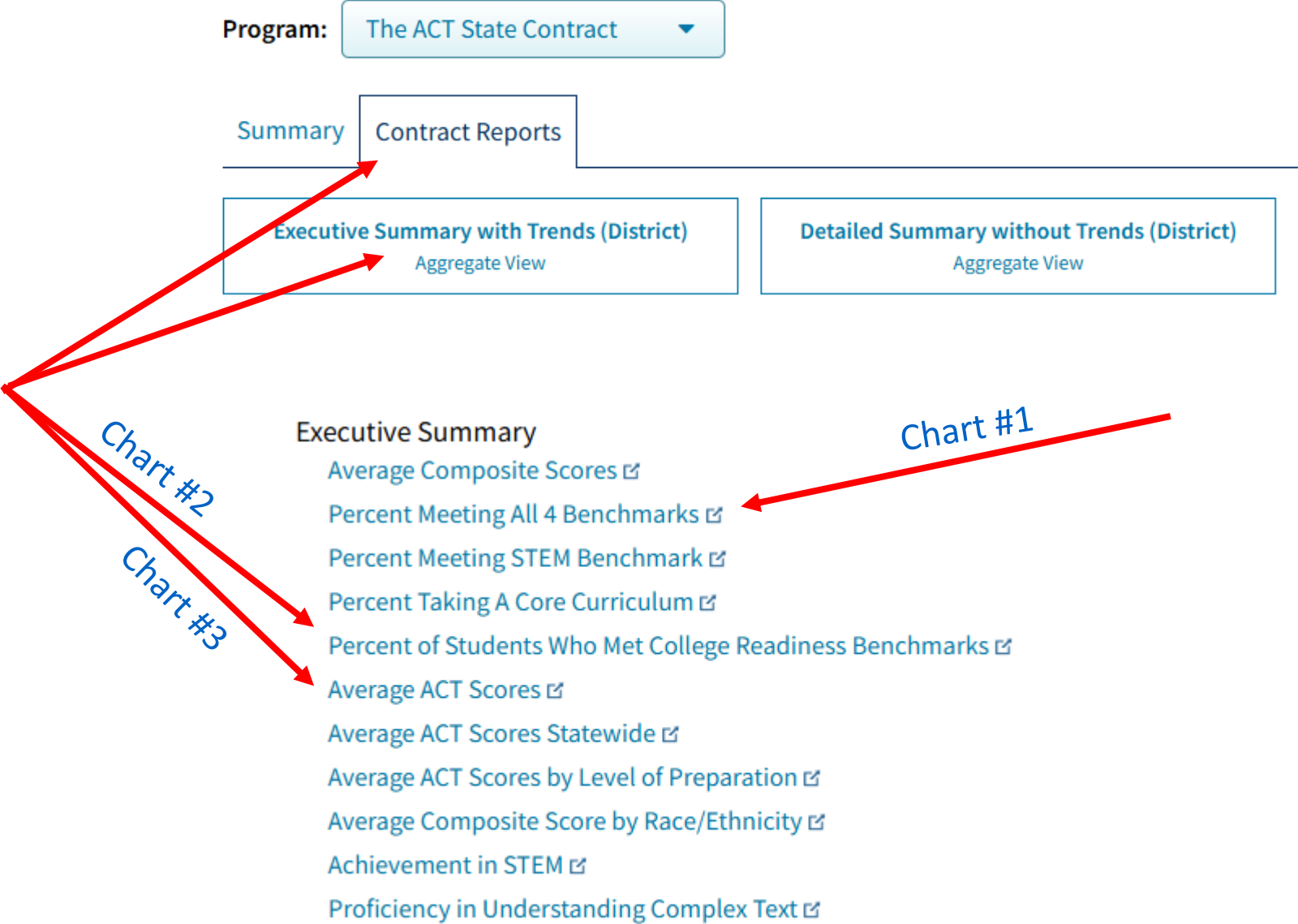
- 5-Year **ACT** Pattern?

Year	Admin	Composite		Math	Science	STEM	English	Reading	Writing	ELA
		Valid Number	Mean Score	Mean Score	Mean Score	Mean Score	Mean Score	Mean Score	Mean Score	Mean Score
2024-2025	Spring	262	16.8	16.6	17.3	17.2	15.6	17.1	5.8	15.8
2023-2024	Spring	268	17.6	17.4	18.4	18.2	16.1	18.1	5.7	16.0
2022-2023	Spring	245	17.5	17.2	18.2	17.9	16.3	18.0	5.6	16.4
2021-2022	Spring	262	17.7	17.5	18.3	18.2	16.2	18.4	5.6	16.3
2020-2021	Spring	231	17.9	17.9	18.5	18.4	16.7	18.1	5.9	16.8

# **Data Dive 2: Benchmarks and Averages. How many kids are meeting ACT Benchmarks?**



# Finding the Benchmarks.



# Subject Benchmarks: Another Way

Program: The ACT State Contract

Summary Contract Reports

My Summary Results (Building)  
Summary View

Year: ☒ 2024-2025 ☒ 2023-2024 ☒ 2022-2023 ☒ 2021-2022 ☒ 2020-2021

Admin: ☒ Fall ☒ Spring

Organization 1 selected (clear)



Help Recent

Options Save Download Table Chart Transpose

Organization Stats Disaggregate Filter

Subjects Select All / Reset

	Valid Number	Mean Score	Met Benchmark	Not Met Benchmark	CCRS Range
Composite	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	-
Math	-	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Science	-	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
STEM	-	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	-
English	-	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Reading	-	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Writing	<input type="checkbox"/>	<input checked="" type="checkbox"/>	-	-	-
ELA	-	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	-

☒ Met Readiness - Math

Select All / Reset

☒ Met Readiness - Science

Select All / Reset

☒ Met Readiness - English

Select All / Reset

☒ Met Readiness - Reading

Select All / Reset

☒ Career Readiness

Select All / Reset



Organization

Stats

Disaggregate

Filter

Subjects

Select All / Reset

	Valid Number	Mean Score	Met Benchmark	Not Met Benchmark	CCRS Range
Composite	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	-
Math	-	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Science	-	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
STEM	-	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	-
English	-	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Reading	-	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Writing	<input type="checkbox"/>	<input checked="" type="checkbox"/>	-	-	-
ELA	-	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	-

# Subject Benchmarks: Another Way

		Composite				Math			Science			STEM			English			Reading			Writing	ELA		
		Valid Number	Mean Score	Meeting All 4 Benchmarks		Mean Score	Benchmark		Mean Score	Benchmark		Mean Score	Benchmark		Mean Score	Benchmark		Mean Score	Benchmark		Mean Score	Mean Score	ELA Benchmark	
Year	Admin			% Met	% Not Met		% Met	% Not Met		% Met	% Not Met		% Met	% Not Met		% Met	% Not Met		% Met	% Not Met			% Met	% Not Met
2023-2024	Spring	305	20.0	23	77	19.6	34	66	20.6	37	63	20.4	14	86	18.6	54	46	20.5	43	57	7.0	19.5	49	51
2022-2023	Spring	317	19.7	21	79	19.7	33	67	20.4	35	65	20.3	15	85	18.3	51	49	19.6	37	63	7.0	19.4	48	52
2021-2022	Spring	285	19.7	22	78	19.8	35	65	20.1	35	65	20.2	13	87	18.7	52	48	19.8	39	61	6.8	18.9	45	55
2020-2021	Spring	307	18.6	15	85	18.8	27	73	19.4	30	70	19.4	9	91	17.0	40	60	18.6	31	69	6.3	17.4	34	66

# Students Meeting the Benchmarks. Downward trend.

Year	Admin	Composite				Math			Science			STEM			English			Reading			Writing	ELA		
		Valid Number	Mean Score	Meeting All 4 Benchmarks		Mean Score	Benchmark		Mean Score	Benchmark		Mean Score	Benchmark		Mean Score	Benchmark		Mean Score	Benchmark		Mean Score	Mean Score	ELA Benchmark	
				% Met	% Not Met		% Met	% Not Met		% Met	% Not Met		% Met	% Not Met		% Met	% Not Met		% Met	% Not Met				
2023-2024	Spring	412	21.3	32	68	21.3	43	57	21.3	43	57	21.5	23	77	20.9	67	33	21.4	47	53	7.2	20.9	59	41
2022-2023	Spring	369	21.8	33	67	21.3	47	53	22.1	49	51	22.0	22	78	21.4	72	28	21.8	51	49	7.6	21.8	67	33
2021-2022	Spring	362	21.6	32	68	21.3	45	55	21.8	47	53	21.8	23	77	21.4	73	27	21.3	48	52	7.8	21.6	67	33
2020-2021	Spring	385	22.0	33	67	21.4	47	53	22.3	47	53	22.1	25	75	22.0	75	25	22.0	54	46	7.7	22.0	68	32

Break Time

ACT<sup>®</sup>

# Data Dive 3: PreACT Secure





# Worksheet #2: PreACT Secure

Program: PreACT Secure

[Roster](#) [Summary](#) [Data Tools](#) [Download Hub](#)

**My Summary Results (District)**  
Summary View

Year: ✓ 2024-2025 ✓ 2023-2024 ✓ 2022-2023 ✓ 2021-2022 ✓ 2020-2021

Organization 1 selected (clear)

Stormshire State Organization

✓ Westfall District

Cancel Get Report

# PreACT Secure Scores. 3 Years of Data So Far.

## Worksheet #2 – PreACT Secure Data

### “Average Spring *PreACT Secure Scores*” 9<sup>th</sup> Chart 4

Year	Comp School	Comp State	Math School	Math State	Science School	Science State	English School	English State	Reading School	Reading State
2022-23		16.5		17.1		16.4		16.2		17.2
2023-24		16.3		16.9		16.2		14.1		17.4
2024-25*										

### “Average Spring *PreACT Secure Scores*” 10<sup>th</sup> Chart 5

Year	Comp School	Comp State	Math School	Math State	Science School	Science State	English School	English State	Reading School	Reading State
2022-23		17.7		18.3		17.6		17.4		18.3
2023-24		17.4		18.0		17.3		15.4		18.5
2024-25*										

**\*State numbers will come out in the fall, usually October.**

# Create a Spreadsheet.

Program:

PreACT Secure ▼

Roster

Summary

Data Tools

Contract Reports

Download Hub

Student Scores (District)

Roster View

Display and Print Student Labels

Student Labels

# You Get a Big Jumble!

Roster View: PreACT Secure, Duskwood High School

Showing students who are Not Voided

Options Save Download Roster Student

Last Name	First Name	MI	Student ID	Last Updated (CT)	Test Date	District Name	School Name	School Code	DOB	Grade	Composite		Math		Science		STEM		English	
											Score	Predicted ACT	Score	Predicted ACT	Score	Predicted ACT	Score	Predicted ACT	Score	Predicted ACT
Doe	John015	D	9852917852	09/13/2024	April 2023	Westfall District	Duskwood High School	9904	01/26/2007	10th	16	16 - 19	16	15 - 19	20	18 - 23	18	18 - 21	13	13 - 18
Doe	John037	D	9128231217	09/13/2024	April 2023	Westfall District	Duskwood High School	9904	06/27/2007	10th	18	18 - 21	16	15 - 19	18	17 - 22	17	17 - 20	15	15 - 20
Doe	John061	D	9474932290	09/13/2024	April 2023	Westfall District	Duskwood High School	9904	06/20/2007	10th	19	19 - 22	16	15 - 19	20	18 - 23	18	18 - 21	16	16 - 21
Doe	John083	D	9559444317	09/13/2024	March 2023	Westfall District	Duskwood High School	9904	02/04/2007	9th	12	13 - 17	14	14 - 19	11	13 - 18	13	14 - 18	11	13 - 18
Doe	John085	D	9376459183	09/13/2024	April 2023	Westfall District	Duskwood High School	9904	03/31/2007	10th	14	14 - 17	14	13 - 17	16	15 - 20	15	15 - 18	13	13 - 18
Doe	John100	D	9463526693	09/13/2024	April 2023	Westfall District	Duskwood High School	9904	01/26/2007	10th	20	20 - 23	24	23 - 27	22	20 - 25	23	22 - 26	16	16 - 21
Doe	John100	D	9781874046	09/13/2024	March 2023	Westfall District	Duskwood High School	9904	11/08/2007	9th	13	14 - 18	15	15 - 20	14	15 - 21	15	16 - 20	11	13 - 18
Doe	John102	D	9863903263	09/13/2024	March 2023	Westfall District	Duskwood High School	9904	12/24/2006	10th	15	15 - 18	16	15 - 19	17	16 - 21	17	17 - 20	11	11 - 16
Doe	John108	D	9758749627	09/13/2024	March 2023	Westfall District	Duskwood High School	9904	08/07/2007	10th	15	15 - 18	14	13 - 17	13	13 - 18	14	14 - 17	13	13 - 18
Doe	John144	D	9166324585	09/13/2024	March 2023	Westfall District	Duskwood High School	9904	12/27/2007	9th	15	16 - 20	17	18 - 22	14	15 - 21	16	17 - 21	18	20 - 25
Doe	John170	D	9636921087	09/13/2024	March 2023	Westfall District	Duskwood High School	9904	07/06/2007	10th	15	15 - 18	18	18 - 21	14	14 - 19	16	16 - 19	15	15 - 20
Doe	John264	D	9867707345	09/13/2024	March 2023	Westfall District	Duskwood High School	9904	03/14/2007	10th	14	14 - 17	15	14 - 18	14	14 - 19	15	15 - 18	14	14 - 19
Doe	John268	D	9620467890	09/13/2024	March 2023	Westfall District	Duskwood High School	9904	08/13/2007	10th	13	13 - 16	15	14 - 18	13	13 - 18	14	14 - 17	7	08 - 13
Doe	John278	D	9943662617	09/13/2024	March 2023	Westfall District	Duskwood High School	9904	10/22/2006	10th	11	11 - 14	14	13 - 17	11	12 - 17	13	13 - 16	9	10 - 15
Doe	John282	D	9817091073	09/13/2024	March 2023	Westfall District	Duskwood High School	9904	12/21/2006	10th	14	14 - 17	15	14 - 18	16	15 - 20	16	16 - 19	9	10 - 15
Doe	John293	D	9054670111	09/13/2024	March 2023	Westfall District	Duskwood High School	9904	03/05/2007	10th	13	13 - 16	14	13 - 17	15	15 - 20	15	15 - 18	10	11 - 16



# Use Fields to Clean Up Info. And Scores to Pick the Correct Data.

The screenshot shows a web application interface for managing data. At the top, there is a navigation bar with icons for 'Options' (wrench), 'Save' (star), 'Download' (download arrow), 'Roster' (calendar), and 'Student' (two people). Below this is a modal window with tabs: 'Organization', 'Fields', 'Scores', 'Search', and 'Filter'. The 'Fields' and 'Scores' tabs are highlighted with red boxes. The 'Organization' tab is currently active, showing 'Organization: Duskwood High School'. Below this is a search bar with a magnifying glass icon and the text 'Search within Westfall District'. A dropdown menu is open, showing a list of schools: 'Duskwood High School' (selected with a radio button), 'Silverpine High School', and 'Tanaris High School'. At the bottom of the modal, there is a 'Groups Per Page' dropdown set to '20', and 'Cancel' and 'Update' buttons.

Options Save Download Roster Student

Organization **Fields** **Scores** Search Filter

Organization: Duskwood High School

Search within Westfall District

Westfall District

- Duskwood High School
- Silverpine High School
- Tanaris High School

Groups Per Page 20 Cancel Update

# Using the Download Feature and Options Button, You Can Create Reports Like This

**Roster View:** PreACT Secure, Westfall District, 2022-2023, Spring

Last Name	First Name	Grade	Science			
			Score	Interpretation of Data	Scientific Investigation	Evaluation of Models, Inferences & Experimental Results
				Percent Correct	Percent Correct	Percent Correct
Doe	John072	9th	9	8	22	11
Doe	John083	9th	11	22	25	22
Doe	John100	9th	14	8	22	67
Doe	John106	9th	15	42	44	11
Doe	John109	9th	16	42	33	33
Doe	John144	9th	14	44	33	22
Doe	John160	9th	12	33	33	11
Doe	John281	9th	9	17	11	11
Doe	John333	9th	20	75	67	22
Doe	John425	9th	15	42	33	22
Doe	John462	9th	10	22	25	11
Doe	John491	9th	13	17	44	22
Doe	John541	9th	10	11	17	33
Doe	John568	9th	15	33	33	44
Doe	John623	9th	19	56	67	22
Doe	John733	9th	13	25	22	33
Doe	John742	9th	16	42	44	33
Doe	John769	9th	15	33	33	44
Doe	John798	9th	15	42	33	22
Doe	John836	9th	18	33	67	33
Doe	John888	9th	19	50	78	22
Doe	John895	9th	11	8	22	33
Doe	John933	9th	19	44	58	56
Doe	John938	9th	11	17	22	22
Doe	John969	9th	11	17	33	11
Doe	John983	9th	--	0	0	0
Doe40966	John40966	9th	35	100	100	100

# **Data Dive 4: Finding Reporting Categories in Need of Intervention.**



# Where Are We Struggling?

Year	Admin	Composite		Math															
		Valid Number	Mean Score	Preparing for Higher Math-Readiness		Number and Quantity-Readiness		Algebra-Readiness		Functions-Readiness		Geometry-Readiness		Statistics and Probability-Readiness		Integrating Essential Skills-Readiness		Modeling-Readiness	
				% Met	% Not Met	% Met	% Not Met	% Met	% Not Met	% Met	% Not Met	% Met	% Not Met	% Met	% Not Met	% Met	% Not Met	% Met	% Not Met
2023-2024	Spring	179	19.6	32	68	42	58	28	72	39	61	27	73	39	61	36	64	38	62
2022-2023	Spring	151	19.0	28	72	28	72	24	76	41	59	31	69	28	72	28	72	28	72
2021-2022	Spring	178	19.2	29	71	39	61	40	60	34	66	46	54	28	72	28	72	28	72
2020-2021	Spring	137	19.6	35	65	31	69	36	64	34	66	44	56	36	64	30	70	32	68



# ACT Mathematics Curriculum Review Worksheets

## Mathematics Curriculum Review Worksheets

Table 1. ACT Mathematics College and Career Readiness Standards for Score Range 13-15

Mathematics College and Career Readiness Standards			For each skill, knowledge, or process:		
			Is it <b>included</b> in your Mathematics curriculum?	At what grade level (or in which course) are students <b>first introduced</b> to it?	At what grade level (or in which course) are students <b>expected to demonstrate proficiency</b> ?
N	201	Perform one-operation computation with whole numbers and decimals			
N	202	Recognize equivalent fractions and fractions in lowest terms			
N	203	Locate positive rational numbers (expressed as whole numbers, fractions, decimals, and mixed numbers) on the number line			
AF	201	Solve problems in one or two steps using whole numbers and using decimals in the context of money			
A	201	Exhibit knowledge of basic expressions (e.g., identify an expression for a total as $b + g$ )			
A	202	Solve equations in the form $x + a = b$ , where $a$ and $b$ are whole numbers or decimals			
F	201	Extend a given pattern by a few terms for patterns that have a constant increase or decrease between terms			
G	201	Estimate the length of a line segment based on other lengths in a geometric figure			
G	202	Calculate the length of a line segment based on the lengths of other line segments that go in the same direction (e.g., overlapping line segments and parallel sides of polygons with only right angles)			
G	203	Perform common conversions of money and of length, weight, mass, and time within a measurement system (e.g., dollars to dimes, inches to feet, and hours to minutes)			
S	201	Calculate the average of a list of positive whole numbers			
S	202	Extract one relevant number from a basic table or chart, and use it in a single computation			



Ideas for Progress Score Range 1–12	Ideas for Progress Score Range 13–15	Ideas for Progress Score Range 16–19	Ideas for Progress Score Range 20–23	Ideas for Progress Score Range 24–27	Ideas for Progress Score Range 28–32
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# Subject Area of Need: Reporting Category of Need?

Year	Admin	Composite		Reading					
		Valid Number	Mean Score	Key Ideas and Details-Readiness		Craft and Structure-Readiness		Integration of Knowledge and Ideas-Readiness	
				% Met	% Not Met	% Met	% Not Met	% Met	% Not Met
2023-2024	Spring	412	21.4	47	53	51	49	50	50
2022-2023	Spring	369	21.8	48	52	53	47	50	50
2021-2022	Spring	362	21.3	50	50	48	52	44	56
2020-2021	Spring	385	22.0	51	49	48	52	41	59

	Reading			
	ACT - Legacy		ACT - Enhanced	
Reporting Category	Number of Items	Percentage of Section	Number of Items	Percentage of Operational Section
Key Ideas & Details	21-24	53-60	12-14	44-52
Craft & Structure	10-12	25-30	7-9	26-33
Integration of Knowledge & Ideas	6-9	15-23	5-7	19-26
Field Test	14-17	SAFT	9	Not part of operational section
Total	40		36	

# Classroom Applications

- Work in teams or with other colleagues to use these items instructionally.
  - Discuss a practical standard in class and then try an assessment item that tests this standard.
  - Incorporate into classroom assessments and share/identify with students.
  - Bell Ringers, Ticket to leave, etc.
  - Weekly 20 min. focus (Choose one standard/Idea for Progress)
  - Ideas for Progress!
- Share methods being used at your school if you've already implemented this type of activity.



# What ELSE Can We Learn?

## Part 2: PreACT 8/9 and PreACT. Extra Data.





# Optional: PreACT Trends and Data.

## **“Average Fall *PreACT* Scores” 9<sup>th</sup> (Optional)**

Year	Comp School	Math School	Science School	English School	Reading School
2020-21					
2021-22					
2022-23					
2023-24					
2024-25					

## **“Average Fall *PreACT* Scores” 10<sup>th</sup> (Optional)**

Year	Comp School	Math School	Science School	English School	Reading School
2020-21					
2021-22					
2022-23					
2023-24					
2024-25					

## **“Average Fall *PreACT* Scores” 11<sup>th</sup> (Optional)**

Year	Comp School	Math School	Science School	English School	Reading School
2020-21					
2021-22					
2022-23					
2023-24					
2024-25					

# Early Intervention Rosters: How Many Use This?


Program: PreACT ▼

Roster Summary Data Tools Download Hub

**Student Scores (District)**  
Roster View

**Early Intervention Rosters (District)**  
Roster View

**Display and Print Student Labels**  
Student Labels



## Early Intervention Rosters

Roster 1: Which of our students reported that they do not plan to finish high school, or have no post-high school educational plans?



Roster 2: Students with no college plans who are Close to Target or On Target for college readiness



Roster 3: Students planning to attend college, but who are In Need of Intervention or do not plan to take college core coursework



Roster 4: Which of our students expressed a need for help in one or more areas?

# Kids Who May Want to Consider Broader Options.

**Roster View:** PreACT, Tanaris High School, 2022-2023  
Showing students who are [Not Voided](#)  
Search: Composite Score at least 1, and Early Intervention Roster 2 is one of Criteria Met

Options

Save

Download

Roster

Student

Last Name	First Name	Educational Aspirations	Composite		Math		Science		STEM		English		Reading	
			Score	Predicted ACT	Score	Predicted ACT	Score	Predicted ACT	Score	Predicted ACT	Score	Predicted ACT	Score	Predicted ACT
Doe	John272	Job-related training offered through military service	21	21 - 24	18	18 - 21	20	18 - 23	19	19 - 22	21	20 - 25	24	21 - 26
Doe	John353	No education or other training planned for after high school	20	20 - 23	19	19 - 22	17	16 - 21	18	18 - 21	19	18 - 23	24	21 - 26
Doe	John544	Job-related training offered through military service	20	20 - 23	17	17 - 20	11	12 - 17	14	14 - 17	26	26 - 31	24	21 - 26
Doe94516	John94516	Job-related training offered through military service	35	34 - 36	35	33 - 36	35	33 - 36	35	34 - 36	35	34 - 36	35	31 - 36
Kay	Mary305	Apprenticeship or other on-the-job training	17	17 - 20	21	21 - 24	18	17 - 22	20	20 - 23	13	13 - 18	14	13 - 19
Kay84690	Mary84690	Job-related training offered through military service	33	34 - 36	35	33 - 36	35	33 - 36	35	34 - 36	26	26 - 31	35	31 - 36

# Kids Who Need Intervention.

**Roster View:** PreACT, Tanaris High School, 2022-2023  
Showing students who are [Not Voided](#)  
Search: Composite Score at least 1, and Early Intervention Roster 3 is one of Criteria Met

Options

Save

Download

Roster

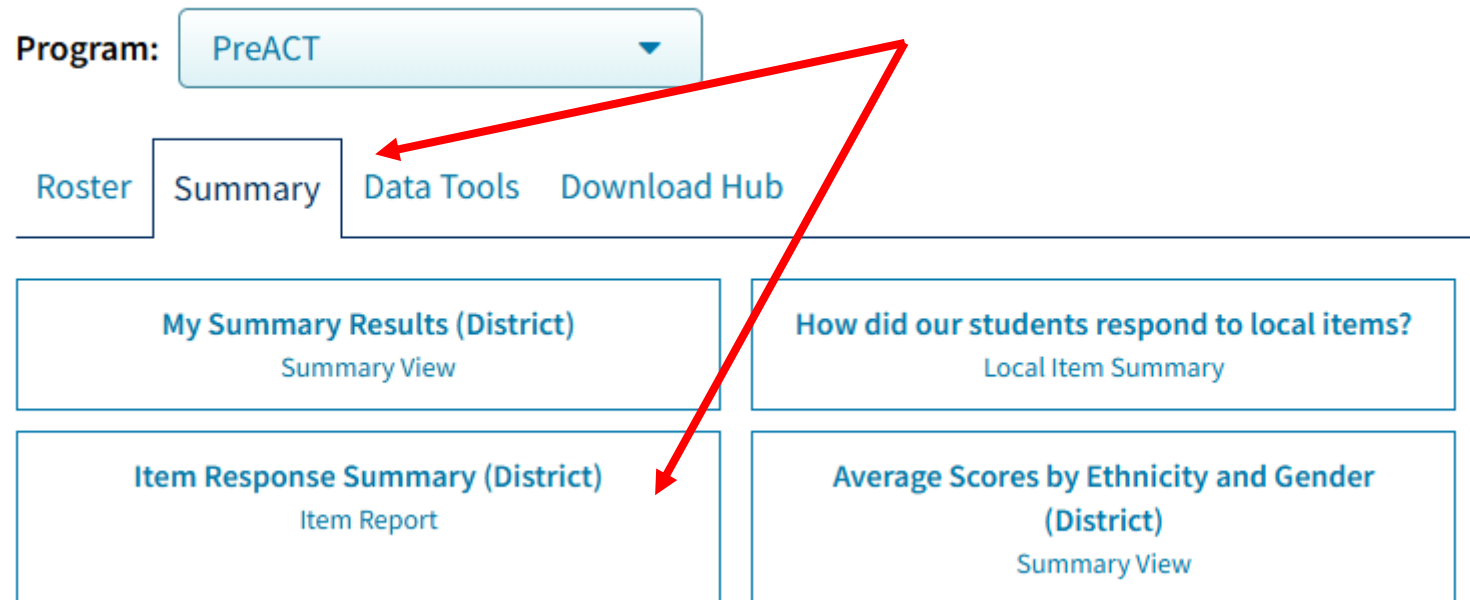
Student

Last Name	First Name	Educational Aspirations	Years of Coursework	Science										
			Natural Science	Score	Predicted ACT	Interpretation of Data			Scientific Investigation			Evaluation of Models, Inferences & Experimental Results		
						Points Earned	Points Possible	Percent Correct	Points Earned	Points Possible	Percent Correct	Points Earned	Points Possible	Percent Correct
Doe	John005	4-year college or university	3	14	14 - 19	3	11	27	3	8	38	3	11	27
Doe	John006	2-year community college or junior college	7	15	15 - 20	3	11	27	4	8	50	3	11	27
Doe	John033	4-year college or university		21	19 - 24	6	11	55	6	8	75	6	11	55
Doe	John069	Graduate or professional studies after a 4-year degree	2	24	22 - 27	9	11	82	6	8	75	7	11	64
Doe	John142	4-year college or university		24	22 - 27	10	11	91	4	8	50	8	11	73
Doe	John163	4-year college or university		15	15 - 20	5	11	45	2	8	25	3	11	27
Doe	John187	4-year college or university	2	13	13 - 18	2	11	18	3	8	38	3	11	27
Doe	John198	2-year community college or junior college	5	18	17 - 22	7	11	64	2	8	25	5	11	45



# Quick Demo Time!

- Here's how to access PreACT and PreACT 8/9 item analysis:
- No worksheet for this, just handy to know.



The screenshot displays the PreACT web application interface. At the top, there is a 'Program:' dropdown menu currently set to 'PreACT'. Below this is a horizontal navigation bar with four tabs: 'Roster', 'Summary', 'Data Tools', and 'Download Hub'. The 'Summary' tab is selected. Below the navigation bar, there are four main content boxes arranged in a 2x2 grid. The top-left box is titled 'My Summary Results (District)' with a sub-link 'Summary View'. The top-right box is titled 'How did our students respond to local items?' with a sub-link 'Local Item Summary'. The bottom-left box is titled 'Item Response Summary (District)' with a sub-link 'Item Report'. The bottom-right box is titled 'Average Scores by Ethnicity and Gender (District)' with a sub-link 'Summary View'. Two red arrows originate from the 'Summary' tab: one points to the 'Data Tools' tab, and the other points to the 'Item Response Summary (District)' box.

Program: PreACT

Roster Summary Data Tools Download Hub

My Summary Results (District)  
Summary View

How did our students respond to local items?  
Local Item Summary

Item Response Summary (District)  
Item Report

Average Scores by Ethnicity and Gender (District)  
Summary View



# PreACT and PreACT 8/9 actual Item Analysis

Item Report: PreACT 8/9, Duskwood High School, 2022-2023

 Options  Save  Download

Subject	Grade	Reporting Category	District Name	School Name	Total Students	Item Information		Response Analysis					
						Item	Key	A / F	B / G	C / H	D / J	E / K	Omit
Science	8th	Interpretation of Data	Westfall District	Duskwood High School	4	26	B/G	25	*50	25	0	0	0
Science	8th	Interpretation of Data	Westfall District	Duskwood High School	9	26	B/G	0	*56	0	0	0	44
Science	9th	Interpretation of Data	Westfall District	Duskwood High School	436	1	D/J	8	8	7	*78	0	0
Science	9th	Interpretation of Data	Westfall District	Duskwood High School	436	3	B/G	11	*62	14	13	0	0
Science	9th	Interpretation of Data	Westfall District	Duskwood High School	436	5	A/F	*33	11	46	9	0	1
Science	9th	Interpretation of Data	Westfall District	Duskwood High School	436	6	C/H	16	31	*35	17	0	2
Science	9th	Interpretation of Data	Westfall District	Duskwood High School	436	16	A/F	*35	8	11	41	0	4
Science	9th	Interpretation of Data	Westfall District	Duskwood High School	436	18	C/H	8	13	*51	23	0	5
Science	9th	Interpretation of Data	Westfall District	Duskwood High School	436	19	A/F	*37	19	30	9	0	6
Science	9th	Interpretation of Data	Westfall District	Duskwood High School	436	21	A/F	*36	33	16	8	0	7
Science	9th	Interpretation of Data	Westfall District	Duskwood High School	436	23	C/H	17	18	*44	11	0	10
Science	9th	Interpretation of Data	Westfall District	Duskwood High School	436	26	B/G	19	*39	14	17	0	12

# Using Item Analysis from PreACT 8/9 and PreACT.

4

## SCIENCE TEST

30 Minutes—30 Questions

**DIRECTIONS:** There are several passages in this test. Each passage is followed by several questions. After reading a passage, choose the best answer to each question and fill in the corresponding oval on your answer document. You may refer to the passages as often as necessary.

You are NOT permitted to use a calculator on this test.

### Passage 1

The spiny water flea *Bythotrephes longimanus* is a nonnative species in Harp Lake, located in Ontario, Canada. Scientists conducted a study to determine the average abundance (the average number of organisms per cubic meter of lake water) of 4 different species (Species K, M, N, and P) of zooplankton (small floating animals and protozoans) in Harp Lake before and after *B. longimanus* were introduced in 1993. Table 1 lists the average abundance for each species at a particular site in the lake each year from 1991 through 1997.

Table 1							
Species	Average abundance (organisms/m <sup>3</sup> ) in:						
	1991	1992	1993	1994	1995	1996	1997
K	1,050	1,150	400	205	100	25	13
M	2,300	3,100	1,600	2,200	2,050	1,000	800
N	69	61	80	15	24	36	41
P	200	250	320	410	1,075	1,000	500

Note: From 1991 through 1997, the lake had an average annual pH of 6.3.

Table adapted from the article "Changes in Zooplankton and the Phenology of the Spiny Water Flea, *Bythotrephes*, Following Its Invasion of Harp Lake, Ontario, Canada" by Norman D. Yan et al. (©2001 by NRC Canada).

1. Based on Table 1, as time elapsed from 1991 through 1997, the average abundance of Species P:  
A. decreased only.  
B. increased only.  
C. decreased and then increased.  
D. increased and then decreased.

2. In the study that produced the results shown in Table 1, was year an independent variable or a dependent variable, and was average abundance an independent variable or a dependent variable?  
F. Year: independent  
Average abundance: independent  
G. Year: independent  
Average abundance: dependent  
H. Year: dependent  
Average abundance: independent  
J. Year: dependent  
Average abundance: dependent

3. Consider the average abundances listed in Table 1 for Species M in 1991, 1993, and 1995. What is the order of these years from the year with the lowest average abundance of Species M to the year with the highest average abundance of Species M?  
A. 1993, 1991, 1995  
B. 1993, 1995, 1991  
C. 1995, 1991, 1993  
D. 1995, 1993, 1991

4

4. A student claimed that the average abundance of zooplankton in Harp Lake in 1995 was less than the average abundance of zooplankton in Harp Lake in 1997. The data for which of Species K or Species N are consistent with the student's claim?  
F. Species K; the average abundance of Species K was 12 organisms/m<sup>3</sup> less in 1995 than in 1997.  
G. Species K; the average abundance of Species K was 87 organisms/m<sup>3</sup> less in 1995 than in 1997.  
H. Species N; the average abundance of Species N was 5 organisms/m<sup>3</sup> less in 1995 than in 1997.  
J. Species N; the average abundance of Species N was 17 organisms/m<sup>3</sup> less in 1995 than in 1997.

5. Was the average annual pH for Harp Lake from 1991 through 1997 acidic or basic?  
A. Acidic, because its pH was less than 7.  
B. Acidic, because its pH was greater than 7.  
C. Basic, because its pH was less than 7.  
D. Basic, because its pH was greater than 7.

6. Based on Table 1, the average abundance of Species K the year that *B. longimanus* were introduced was how many times as great as the average abundance of Species K in 1995?

F.  $\frac{1}{16}$   
G.  $\frac{1}{4}$   
H. 4  
J. 16

7. Consider the claim "The average abundance of zooplankton in Harp Lake was greater in the year immediately before *B. longimanus* were introduced than in the year immediately after *B. longimanus* were introduced." The data for which of the species are NOT consistent with this claim?

A. Species P only  
B. Species K and Species M only  
C. Species N and Species P only  
D. Species K, Species M, and Species N only

# Find the Standard(s):

	Score Range 13–15	Score Range 16–19	Score Range 20–23	Score Range 24–27	Score Range 28–32	Score Range 33–36
Interpretation of Data (IOD)	IOD 201. Select one piece of data from a simple data presentation (e.g., a simple food web diagram)	IOD 301. Select two or more pieces of data from a simple data presentation	IOD 401. Select data from a complex data presentation (e.g., a phase diagram)	IOD 501. Compare or combine data from two or more simple data presentations (e.g., categorize data from a table using a scale from another table)	IOD 601. Compare or combine data from a simple data presentation with data from a complex data presentation	IOD 701. Compare or combine data from two or more complex data presentations
	IOD 202. Identify basic features of a table, graph, or diagram (e.g., units of measurement)	IOD 302. Understand basic scientific terminology IOD 303. Find basic information in text that describes a complex data presentation IOD 304. Determine how the values of variables change as the value of another variable changes in a simple data presentation	IOD 402. Compare or combine data from a simple data presentation (e.g., order or sum data from a table) IOD 403. Translate information into a table, graph, or diagram IOD 404. Perform a simple interpolation or simple extrapolation using data in a table or graph	IOD 502. Compare or combine data from a complex data presentation IOD 503. Determine how the values of variables change as the value of another variable changes in a complex data presentation	IOD 602. Determine and/or use a complex (e.g., nonlinear) mathematical relationship that exists between data IOD 603. Perform a complex interpolation or complex extrapolation using data in a table or graph	IOD 702. Analyze presented information when given new, complex information

# Student Item Analysis (Kelly Lam)

## PreACT Item Analysis Guide

Using your PreACT results, you will complete the following:

- Go over what your scores mean (it is an unofficial score)
- Analyze each section by questions
- Reflect on your learning

### **RECORD YOUR SCORES HERE:**

*Remember - this can be used as one of your ACP experiences - Growth of 1 point!*

Composite	English	Math	Reading	Science

# Example:

MATH		
Question Number: 18	Reporting category: Algebra and Planning for High Math	
Your answer	The correct answer	% of your grade that got it correct?
G	K	14%
<b>What is the question asking?</b> The question was asking to find an equivalent expression to $x^2 + 5x - 6$ .		
<b>What could have been difficult about the question for you?</b> As a freshman, I have not taken Algebra yet and have not learned that method of writing an equivalent expression. For my answer, I just used the two numbers that were in the original expression and put them in the parenthesis. I was unaware of what it was asking.		

## List at least one strategy you can use to help you grow in this area:

When I am in Algebra class, I will have this concept on my radar and once I learn it, I will go back to this question to see if I can solve it correctly. If I cannot, I will ask my math teacher for help.

### EXAMPLES OF OTHER STRATEGIES:

- Receive support in OT(Oriole Time) to go over concepts
- Ask more questions during class to gain a better understanding what I am learning
- Work with a peer after school to study
- Take notes during class and annotate appropriately to help with studying
- Engage in class and be an active learning (e.g. limit distractions, complete high-quality work, participate in class discussions)
- Complete all assignments in your courses on time
- Complete ACT prep work on your own time
  - [Website for free resources](#)



Break Time

**ACT**<sup>®</sup>

A photograph of a modern campus building at sunset, with a large blue diagonal overlay on the left side. The text "Let's Get Ready: Growth and Goal Setting." is written in white on the blue area.

**Let's Get Ready:  
Growth and Goal Setting.**

The ACT logo, featuring the letters "ACT" in a white serif font with a red swoosh under the "A", followed by a registered trademark symbol.

**ACT<sup>®</sup>**

# Set Goals Using PreACT Secure Data.

Program: PreACT Secure

**Roster** Summary Data Tools Download Hub

**Student Scores (District)**  
Roster View

Year: 2024-2025 2023-2024 ✓ 2022-2023

Season: ✓ Fall ✓ Spring

Organization: Duskwood High School

 Search within Westfall District

Westfall District

● Duskwood High School

Silverpine High School

Tanaris High School

Cancel

Get Report

**Roster View:** PreACT Secure, Duskwood High School, 2022-2023

Showing students who are [Not Voiled](#)

Last Name	First Name	MI	Student ID	Last Updated (CT)	Test Date	District Name	School Name	School Code	DOB
Doe	John015	D	9852917852	09/13/2024	April 2023	Westfall District	Duskwood High School	9904	01/26/2007
Doe	John037	D	9128231217	09/13/2024	April 2023	Westfall District	Duskwood High School	9904	06/27/2007
Doe	John061	D	9474932290	09/13/2024	April 2023	Westfall District	Duskwood High School	9904	06/20/2007
Doe	John083	D	9559444317	09/13/2024	March 2023	Westfall District	Duskwood High School	9904	02/04/2007
Doe	John085	D	9376459183	09/13/2024	April 2023	Westfall District	Duskwood High School	9904	03/31/2007
Doe	John100	D	9463526693	09/13/2024	April 2023	Westfall District	Duskwood High School	9904	01/26/2007
Doe	John100	D	9781874046	09/13/2024	March 2023	Westfall District	Duskwood High School	9904	11/08/2007
Doe	John102	D	9863903263	09/13/2024	March 2023	Westfall District	Duskwood High School	9904	12/24/2006
Doe	John108	D	9758749627	09/13/2024	March 2023	Westfall District	Duskwood High School	9904	08/07/2007
Doe	John144	D	9166324585	09/13/2024	March 2023	Westfall District	Duskwood High School	9904	12/27/2007
Doe	John170	D	9636921087	09/13/2024	March 2023	Westfall District	Duskwood High School	9904	07/06/2007
Doe	John264	D	9867707345	09/13/2024	March 2023	Westfall District	Duskwood High School	9904	03/14/2007
Doe	John268	D	9620467890	09/13/2024	March 2023	Westfall District	Duskwood High School	9904	08/13/2007
Doe	John278	D	9943662617	09/13/2024	March 2023	Westfall District	Duskwood High School	9904	10/22/2006
Doe	John282	D	9817091073	09/13/2024	March 2023	Westfall District	Duskwood High School	9904	12/21/2006
Doe	John293	D	9054670111	09/13/2024	March 2023	Westfall District	Duskwood High School	9904	03/05/2007



# Data By Reporting Category: PreACT Secure.

Roster View: PreACT Secure, Duskwood High School, 2022-2023

Showing students who are Not Voided

Last Name	First Name	Grade	Score	Science		
				Interpretation of Data	Scientific Investigation	Evaluation of Models, Inferences & Experimental Results
				Percent Correct	Percent Correct	Classroom Teacher - Fall Goals ... Percent Correct
Doe	John015	10th	20	56	83	22
Doe	John037	10th	18	50	56	33
Doe	John061	10th	20	50	67	44
Doe	John083	9th	11	22	25	22
Doe	John085	10th	16	33	44	44
Doe	John100	10th	22	67	67	67
Doe	John100	9th	14	8	22	67
Doe	John102	10th	17	58	33	33
Doe	John108	10th	13	44	33	11
Doe	John144	9th	14	44	33	22
Doe	John170	10th	14	25	22	44
Doe	John264	10th	14	25	56	11
Doe	John268	10th	13	25	33	22
Doe	John278	10th	11	11	33	22
Doe	John282	10th	16	44	42	33
Doe	John293	10th	15	33	44	22

Last Name	First Name	Grade	Score	Interpretation of Data	Scientific Investigation	Models, Inferences & Experimental Results
				Percent Correct	Percent Correct	Percent Correct
Doe	John015	10th	20	56	83	22
Doe	John037	10th	18	50	56	33
Doe	John061	10th	20	50	67	44
Doe	John083	9th	11	22	25	22
Doe	John085	10th	16	33	44	44
Doe	John100	10th	22	67	67	67
Doe	John100	9th	14	8	22	67
Doe	John102	10th	17	58	33	33
Doe	John108	10th	13	44	33	11
Doe	John144	9th	14	44	33	22
Doe	John170	10th	14	25	22	44
Doe	John264	10th	14	25	56	11
Doe	John268	10th	13	25	33	22
Doe	John278	10th	11	11	33	22
Doe	John282	10th	16	44	42	33
Doe	John293	10th	15	33	44	22
Doe	John300	10th	14	22	42	33
Doe	John315	10th	11	8	33	22
Doe	John315	10th	16	25	33	56
Doe	John318	10th	16	33	22	56
Doe	John338	10th	12	44	25	11
Average % Correct			15.1	34.6	40.4	33.2



# PreACT by the Numbers as Students Progress.



PreACT Suite Readiness Level Score Ranges

Subject	Grade Level / Season	In Need of Intervention	Close to Target	On Target	PreACT College Readiness Benchmark	ACT College Readiness Benchmark
English	8, fall	1–7	8–9	10–30	10	18
	8, spring	1–7	8–10	11–30	11	18
	9, fall	1–8	9–11	12–30	12	18
	9, spring	1–9	10–12	13–30	13	18
	10, fall	1–10	11–13	14–35	14	18
	10, spring	1–11	12–14	15–35	15	18
Math	11, fall	1–12	13–15	16–35	16	18
	8, fall	1–13	14–15	16–30	16	22
	8, spring	1–14	15–16	17–30	17	22
	9, fall	1–14	15–16	17–30	17	22
	9, spring	1–15	16–17	18–30	18	22
	10, fall	1–16	17–18	19–35	19	22
Reading	10, spring	1–16	17–18	19–35	19	22
	11, fall	1–17	18–19	20–35	20	22
	8, fall	1–12	13–15	16–30	16	22
	8, spring	1–13	14–16	17–30	17	22
	9, fall	1–14	15–17	18–30	18	22
	9, spring	1–15	16–18	19–30	19	22
Science	10, fall	1–16	17–19	20–35	20	22
	10, spring	1–17	18–20	21–35	21	22
	11, fall	1–18	19–21	22–35	22	22
	8, fall	1–13	14–16	17–30	17	23
	8, spring	1–14	15–17	18–30	18	23
	9, fall	1–15	16–18	19–30	19	23
STEM	9, spring	1–16	17–18	19–30	19	23
	10, fall	1–17	18–19	20–35	20	23
	10, spring	1–18	19–20	21–35	21	23
	11, fall	1–19	20–21	22–35	22	23
STEM	8, fall	1–16	17–18	19–30	19	26

PreACT Suite Readiness Level Score Ranges (continued)

Subject	Grade Level / Season	In Need of Intervention	Close to Target	On Target	PreACT College Readiness Benchmark	ACT College Readiness Benchmark
	8, spring	1–17	18–19	20–30	20	26
	9, fall	1–18	19–20	21–30	21	26
	9, spring	1–19	20–21	22–30	22	26
	10, fall	1–20	21–22	23–35	23	26
	10, spring	1–20	21–22	23–35	23	26
	11, fall	1–21	22–23	24–35	24	26

Helping people achieve education and workplace **success.**



# Classroom Teacher - Fall Goals Example

Name	English	POW	KOL	CONV	
IZEYAH	6	14	14	17	
ASHLEY	9	29	0	33	In Need of Support 6%
NOAH	9	36	0	29	
ALYSSA	10	36	29	25	
PAYTON	10	43	14	25	
DANIEL	11	36	0	42	
RYLAND	11	21	57	33	On the Cusp 9%
PEYTON	11	43	29	25	
ZANE	12	36	0	46	
ABBY	13	43	0	46	
ALEXIS	13	21	43	46	
ALIVIA	13	29	43	42	
WUSHUANG	13	29	0	54	
KEAGEN	14	36	29	46	
LUKEN	14	50	29	38	
PAIGE	14	50	0	46	
GAVIN	14	43	29	46	Met Benchmark 85%
MAURICIO	14	36	71	33	
SAMANTHA	14	50	14	46	

# Who Needs Help?

PreACT Secure only (Spring to Spring)

Admin	Math						Science						English						Reading					
	Mean Score	% Met	% Not Met	% On Target	% Close to Target	% In Need of Intervention	Mean Score	% Met	% Not Met	% On Target	% Close to Target	% In Need of Intervention	Mean Score	% Met	% Not Met	% On Target	% Close to Target	% In Need of Intervention	Mean Score	% Met	% Not Met	% On Target	% Close to Target	% In Need of Intervention
		%	%	%	%	%		%	%	%	%	%		%	%	%	%	%		%	%	%	%	%
Spring	17.1	29	71	29	20	50	16.2	27	73	27	16	57	14.7	50	50	50	21	29	17.4	34	66	34	16	50
Spring	16.7	26	74	26	30	44	15.5	26	74	26	18	56	13.8	52	48	52	26	23	17.2	39	61	39	19	43
Spring	17.4	33	67	33	12	56	16.7	28	72	28	15	57	15.6	48	52	48	18	35	17.6	30	70	30	14	56
Spring	17.2	30	70	30	19	51	16.8	33	67	33	15	52	15.4	56	44	56	23	21	17.8	36	64	36	23	41
Spring	17.3	34	66	34	22	44	16.3	33	67	33	21	46	15.0	61	39	61	25	14	17.8	39	61	39	28	33
Spring	17.2	25	75	25	15	60	17.3	34	66	34	8	58	15.9	50	50	50	20	30	17.9	32	68	32	18	50

# Worksheet #4 – *PreACT Secure* Benchmarks and Growth (Year over Year and Within Year)

## *PreACT Secure Scores*” Current 9<sup>th</sup> (Class of 2028)



Year	Comp Score	Math Score	Math % Met	Math % Close	Science Score	Science % Met	Science % Close	English Score	English % Met	English % Close	Reading Score	Reading % Met	Reading % Close
2024-25													



“%Close” can be removed or arbitrarily set

## *PreACT Secure Scores*” Current 10<sup>th</sup> (Class of 2027)

Year	Comp Score	Math Score	Math % Met	Math % Close	Science Score	Science % Met	Science % Close	English Score	English % Met	English % Close	Reading Score	Reading % Met	Reading % Close
2023-24													
2024-25													



## *PreACT Secure Scores*” Current 11<sup>th</sup> (Class of 2026)

Year	Comp Score	Math Score	Math % Met	Math % Close	Science Score	Science % Met	Science % Close	English Score	English % Met	English % Close	Reading Score	Reading % Met	Reading % Close
2022-23													
2023-24													
2024-25(ACT)													



Tends to take a dip due to jump to full ACT format

# Using Predicted Scores to Measure Growth.

Students (69)	PreACT Composite	Pred ACT Composite	ACT Composite	PreACT Math	Pred ACT Math	ACT Math	PreACT Science	Pred ACT Science	ACT Science	PreACT STEM	Pred ACT STEM	ACT Science
MARYANN	14	14 - 17	17	15	14 - 18	16	12	13 - 18	15	14	14 - 17	1
AIDEN	15	15 - 18	25	18	17 - 21	22	13	13 - 18	29	16	16 - 19	2
AVA	25	25 - 28	26	20	19 - 23	20	31	28 - 33	28	26	25 - 29	2
FAITH	16	16 - 19	17	18	17 - 21	19	15	15 - 20	18	17	17 - 20	1
KIMBERLY	14	14 - 17	16	15	14 - 18	14	15	15 - 20	17	15	15 - 18	1
SOPHIA	23	23 - 26	27	18	17 - 21	20	20	18 - 23	26	19	18 - 22	2
WESLEY	14	14 - 17	17	20	19 - 23	20	14	14 - 19	20	17	17 - 20	2
MADISON	30	30 - 34	32	21	20 - 24	28	35	32 - 36	34	28	27 - 31	3
DREW	11	11 - 14	16	14	13 - 17	17	12	13 - 18	15	13	13 - 16	1
BRADEN	12	12 - 15	16	14	13 - 17	18	15	15 - 20	20	15	15 - 18	1
MORGAN	14	14 - 17	17	15	14 - 18	17	15	15 - 20	16	15	15 - 18	1
HAILEY	17	17 - 20	21	17	16 - 20	18	21	19 - 24	24	19	18 - 22	2
LINDSAY	13	13 - 16	17	15	14 - 18	16	15	15 - 20	17	15	15 - 18	1
BROCK	18	18 - 21	19	16	15 - 19	16	18	17 - 22	18	17	17 - 20	1
GEORGIA	21	21 - 24	20	16	15 - 19	20	19	18 - 23	17	18	18 - 21	1



# Set Group Goals/Incentives



## ACT State Contract Data PreACT Secure Summary Tab Worksheet 5

### Current 9<sup>th</sup> Grade (Chart 12) "% Goals 2026"

Subject	% at, or Close: Spring '25	Goal % at, or Close: Spring '26
English	_____	_____
Math	_____	_____
Reading	_____	_____
Science	_____	_____

### Current 10<sup>th</sup> Grade (Chart 13) "% Goals 2026"

Subject	% Met Spring '25	Goal % for '26 (ACT Benchmark Met)
English	_____	_____
Math	_____	_____
Reading	_____	_____
Science	_____	_____

# Set Group Goals

- Goal based on high end of average estimated group range and % of students reaching that.

LASTNAME	FRSTNAME	EST_COMP_LO	EST_COMP_HI	Actual
Smith	MAXWELL	25	28	29
Jones	NAUDI	17	20	20
Williams	ELIZABETH	17	20	18
Henry	KYRA	15	18	16
Rollins	TAYLOR	19	22	22
O'Brien	KAITLYN	21	24	24
Hietpas	SHANE	23	26	25
VanCalster	ZJONTI	13	16	18
Kortz	KAMERYN	18	21	21
Voster	PENNY	19	22	22
Greiner	BRITTNEY	22	25	27
Effa	ALIYAH	20	23	22
Hermesen	BRANDY	17	20	19
Johnson	HANNAH	22	25	25
		19.14	22.14	22.00

## Group Goals

- Class Avg. = >22
- % of Class meeting ind. goal = 60%

Comp Avg = 22.0

Met Goal 9/14 (64%)





# Learning and Professional Services

Educator Readiness

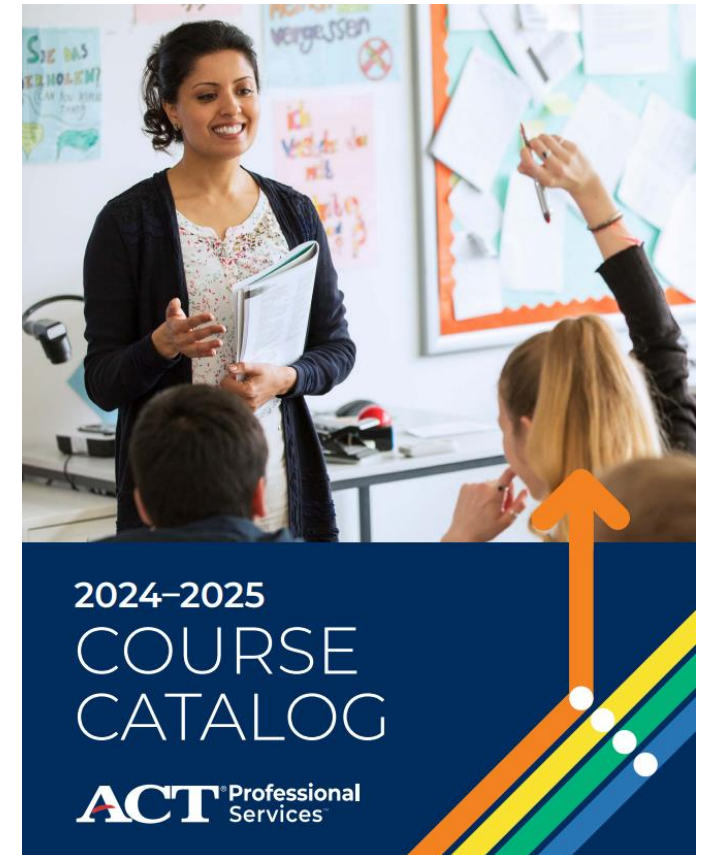
**ACT**<sup>®</sup>

# ACT Professional Services Workshops

- ACT Content Areas –English, Math, Reading, Science, Writing.
- ACT and PreACT Data Workshops
- Teaching and Learning\*
- SEL Workshops

\*Teaching and Learning Workshops include:

- Anchoring Your Curriculum
- Improving Reading Comprehension
- Connecting Multiple ACT Assessments
- PreACT and ACT Data: Stronger Together
- ACT Basics



# Consider: ACT Professional Development

## Pairing Three-Hour Workshops

### 3-hour Workshop Titles

The ACT English Test	Anchoring Your Curriculum
The ACT Math Test	ACT WorkKeys: Data to Improve Learning Workshop
The ACT Reading Test	ACT® WorkKeys® Curriculum: A School and Student Focused Workshop
The ACT Science Test	ACT Online Prep (AOP)
PreACT & ACT Data: Stronger Together	Strengthening Reading Comprehension
The ACT and Your Data	
PreACT and Your Data	

### Common Pairings

ACT English	➔	ACT Reading
ACT Math	➔	ACT Science
ACT WorkKeys: Data to Improve Learning Workshop	➔	ACT® WorkKeys® Curriculum: A School and Student Focused Workshop
Anchoring Your Curriculum	➔	Any ACT Data workshop

## Strengthening Reading Comprehension

In this session, participants learn core strategies designed to increase students' reading comprehension skills. Topics of focus in the workshop include: how to select texts for instruction (including understanding text complexity, selecting culturally relevant texts, and pairing texts to build background knowledge and advance comprehension); ways to teach and assess academic vocabulary and reading fluency; and strategies to help students meet rigorous expectations in key ideas and details, craft and structure, and integration and synthesis of concepts when reading complex texts.

### Learning Objectives

- Learn to select texts for whole group, small group, and individual reading instruction.
- Learn to build background knowledge to advance reading comprehension.
- Learn to teach academic vocabulary.
- Learn to teach reading fluency.
- Learn to build student capacity to meet end of year.
- Learn to set expectations in reading comprehension.

### Delivery Format



**Webinar** (0454NR22FE)  
3 hours



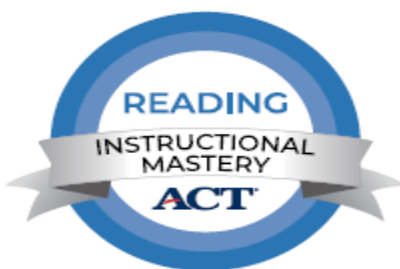
**Onsite** (0454NR23FE)  
3 hours

**Capacity:** 50



# ACT INSTRUCTIONAL MASTERY

## AT A GLANCE



Y

### Overview

**ACT Instructional Mastery is a valuable training providing certificates and digital badges documenting instructional mastery qualification.**

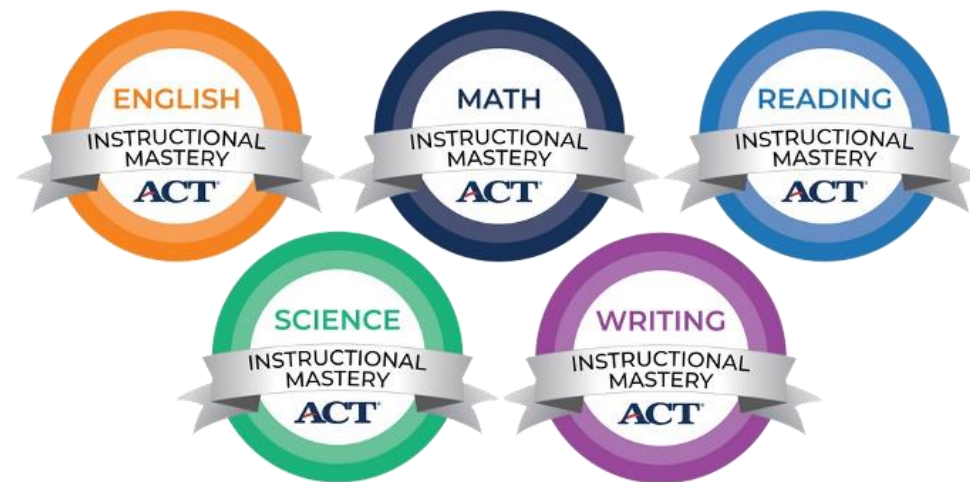
ACT Instructional Mastery is the successor program replacing ACT Certified Educator.

## What is ACT Instructional Mastery(AIM)?

- AIM provides educators with teaching strategies that can be integrated immediately into regular classroom instruction while also boosting teacher knowledge, skills, and confidence.
- All courses are highly interactive and practical and provide an opportunity to share ideas and teaching techniques with colleagues.
- Trains teachers in test prep methods that can eliminate the need for outsourced test prep and save money for districts.
- Courses available Onsite or Online.

# ACT Instructional Mastery Workshops

- Typically, 2-days, 12-14 hours
- Subject-Specific Deep Dives
- Designed to Improve ACT Preparatory Instruction
- Capped at 30 participants
- Highly Expert Trainers
- Culminates in 30-minute Knowledge Check with badges awarded to participants who pass the assessment
- 96% Would Recommend to Others  
Survey Responses



**ACT**<sup>®</sup> Instructional  
Mastery

# Badges and Certificates

- Participants who complete a course will receive a certificate of completion.
- Participation in this course can create in house ACT test prep experts, eliminating the need for outsourced test prep..





# AIM Preplanned Dates.



## Course Schedule

### May 4 Evenings Session

Date	Session	Time	Registration Deadline
May 5-8	English	4:30 p.m. - 7:30 p.m. Central Time	April 25, 2025
May 5-8	Math	4:00 p.m. - 7:30 p.m. Central Time	April 25, 2025
May 12-15	Reading	4:30 p.m. - 7:30 p.m. Central Time	May 2, 2025
May 12-15	Science	4:30 p.m. - 7:30 p.m. Central Time	May 2, 2025

### June Daytime Session

Date	Session	Time	Registration
Jun 9-10	English	9:00 a.m. - 3:30 p.m. Central Time	May 23, 2025
Jun 9-10	Math	8:00 a.m. - 3:30 p.m. Central Time	May 23, 2025
Jun 11-12	Reading	9:00 a.m. - 3:30 p.m. Central Time	May 27, 2025
Jun 11-12	Science	9:00 a.m. - 3:30 p.m. Central Time	May 27, 2025
Jun 16-17	Writing	9:00 a.m. - 3:30 p.m. Central Time	May 30, 2025

### July Daytime Session

Date	Session	Time	Registration Deadline
Jul 28-29	English	9:00 a.m. - 3:30 p.m. Central Time	July 11, 2025
Jul 28-29	Math	8:00 a.m. - 3:30 p.m. Central Time	July 11, 2025
Jul 30-31	Reading	9:00 a.m. - 3:30 p.m. Central Time	July 14, 2025
Jul 30-31	Science	9:00 a.m. - 3:30 p.m. Central Time	July 14, 2025

### September Daytime Session

Date	Session	Time	Registration Deadline
Sept 15-16	English	9:00 a.m. - 3:30 p.m. Central Time	August 29, 2025
Sept 15-16	Math	8:00 a.m. - 3:30 p.m. Central Time	August 29, 2025
Sept 17-18	Reading	9:00 a.m. - 3:30 p.m. Central Time	September 1, 2025
Sept 17-18	Science	9:00 a.m. - 3:30 p.m. Central Time	September 1, 2025

### November Daytime Session

Date	Session	Time	Registration Deadline
Nov 3-4	English	9:00 a.m. - 3:30 p.m. Central Time	October 17, 2025
Nov 3-4	Math	8:00 a.m. - 3:30 p.m. Central Time	October 17, 2025
Nov 5-6	Reading	9:00 a.m. - 3:30 p.m. Central Time	October 20, 2025
Nov 5-6	Science	9:00 a.m. - 3:30 p.m. Central Time	October 20, 2025
Nov 10-11	Writing	9:00 a.m. - 3:30 p.m. Central Time	October 24, 2025

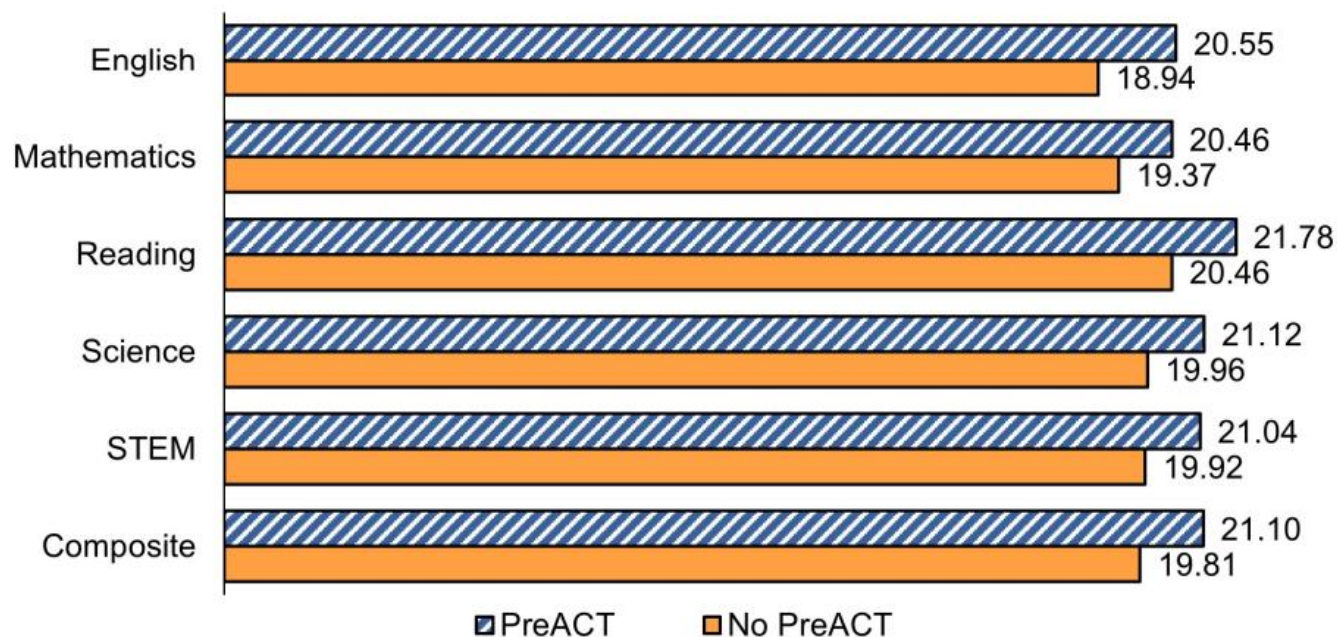
# Student Readiness

Students Need to Practice.

# Taking PreACT Leads to Success on the ACT

## Students Who Take PreACT® Have Higher Average ACT Scores

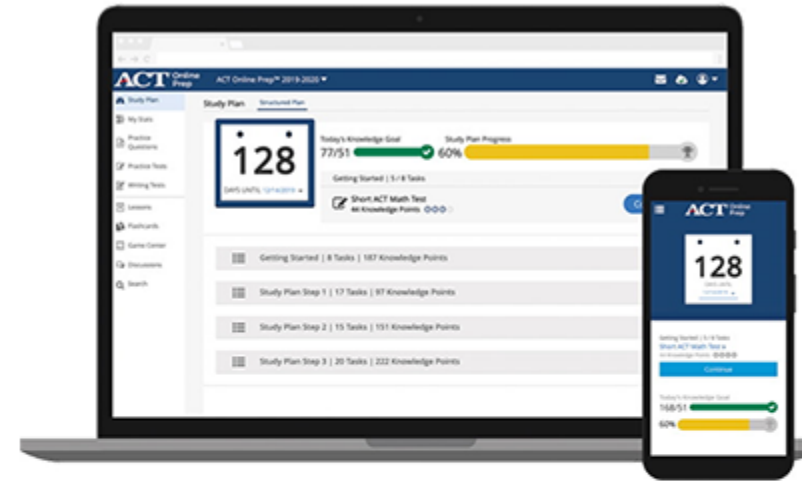
**Figure 2.** Mean ACT Scores by PreACT Testing Status



Source: [PreACT®-Tested Students in the 2023 ACT®- Tested Graduating Class: A Summary of Performance and Growth](#)

# ACT Online Prep

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



### ACT Online Prep provides you:

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

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

**ACT**® **Online Prep**™

# Message Readiness

Use the Data in Positive  
Messages to Stakeholders.



# Use the Data in a Way That Shows Progress and Celebrates Achievements.

- Fall to Spring
- Students improved from one year to next.
- Came closer to state average.
- Improved in one category.
- More students meeting benchmarks.
- Celebrate MORE than just high achievers.

## PreACT Recognition Toolkit

Download and use this free Student Success Recognition Club Toolkit that contains everything educators need to celebrate student success on the PreACT.



PreACT Recognition Toolkit

## ACT Recognition Toolkit

Download and use this free Student Success Recognition Club Toolkit that contains everything educators need to celebrate student success on the ACT.



ACT Recognition Toolkit



# District Readiness

Form a Comprehensive Plan

# Have a Plan!



## A plan for assessment should satisfy the following criteria:

- Fits within school budget.
- Is more about READINESS than test scores.
- Everyone must understand why it's important.
- Practice should be genuine and not a knock-off.
- All stakeholders are fully trained, including staff.
- There is adequate time allotted for implementation. Long term and short term.
- Considers all grades, including Seniors and maybe even 8<sup>th</sup> graders.
- Is celebrated both in school and in the community. The student that gets a scholarship for their excellent test scores should be just as highly recognized as the kid that gets the volleyball scholarship.

# A Comprehensive Assessment Plan

Grade	Current	Options	Plan
<b>Grade 8</b>		Many schools give students entering high school the PreACT 8/9 on orientation day in spring. They include the interest inventory* to help students plan their schedules and career.	
<b>Freshman</b>		PreACT 8/9 or PreACT, again with the interest inventory*.	
<b>Sophomore</b>		PreACT. Use Item Analysis to adjust learning targets and curriculum. Another option is AOP full length practice test with writing. Includes item analysis but not compiled on Success.act.org	
<b>Junior</b>		PreACT, Fall District Test, AOP	
<b>Senior</b>		Fall District Test. Seniors can retake in school, at a lower cost than on a National Test Date. Great option for low-income gifted students. For non-college bound, WorkKeys is an option.	
<b>Staff</b>		To help staff better prepare students for testing, and to make classrooms more effective, ACT provides professional development workshops and A.I.M.	

\*For now, only the paper/pencil version of the PreACT 8/9 and PreACT contains the interest inventory. Students doing the online version would create a MyACT account or download the Encoura app to create an interest inventory.



# Questions to Answer.

1. What are we doing well so far?
2. What could we be doing better?
3. What resources do we have to implement changes, and do we need to budget?
4. Who will help and how do we get them trained(AIM or PD? Individuals or entire staff?)
5. What is our plan for staff development time and analyzing our data?
6. What is our improvement goal? Where do we want to see our scores in 3 years?
7. How will we weave this into our SLOs, ACP program, curriculum development?

# THANK YOU!!!!

Dean Simon

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