Wifi: Dolphin guest and follow the prompts – no password is needed

Aligning Excellence:

ACT College and Career Readiness Standards and Louisiana Student Standards

Mia Edwards

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About ME:

- Grew up in Ascension Parish and still reside there
- Retired from education in 2022
- Served the communities of Ascension Parish for all 34 years in education.
- Served in various roles: Teacher, Instructional Coach, Staff Development Coordinator for the Parish, Assistant Principal and Principal of St. Amant High School and Director of Secondary Schools for Ascension Parish.
- Married to my HS sweetheart for 36 years, have two sons and a daughter-in-law, who were all priviledged to have me as their high school principal, and the most precious 2-year-old granddaughter.

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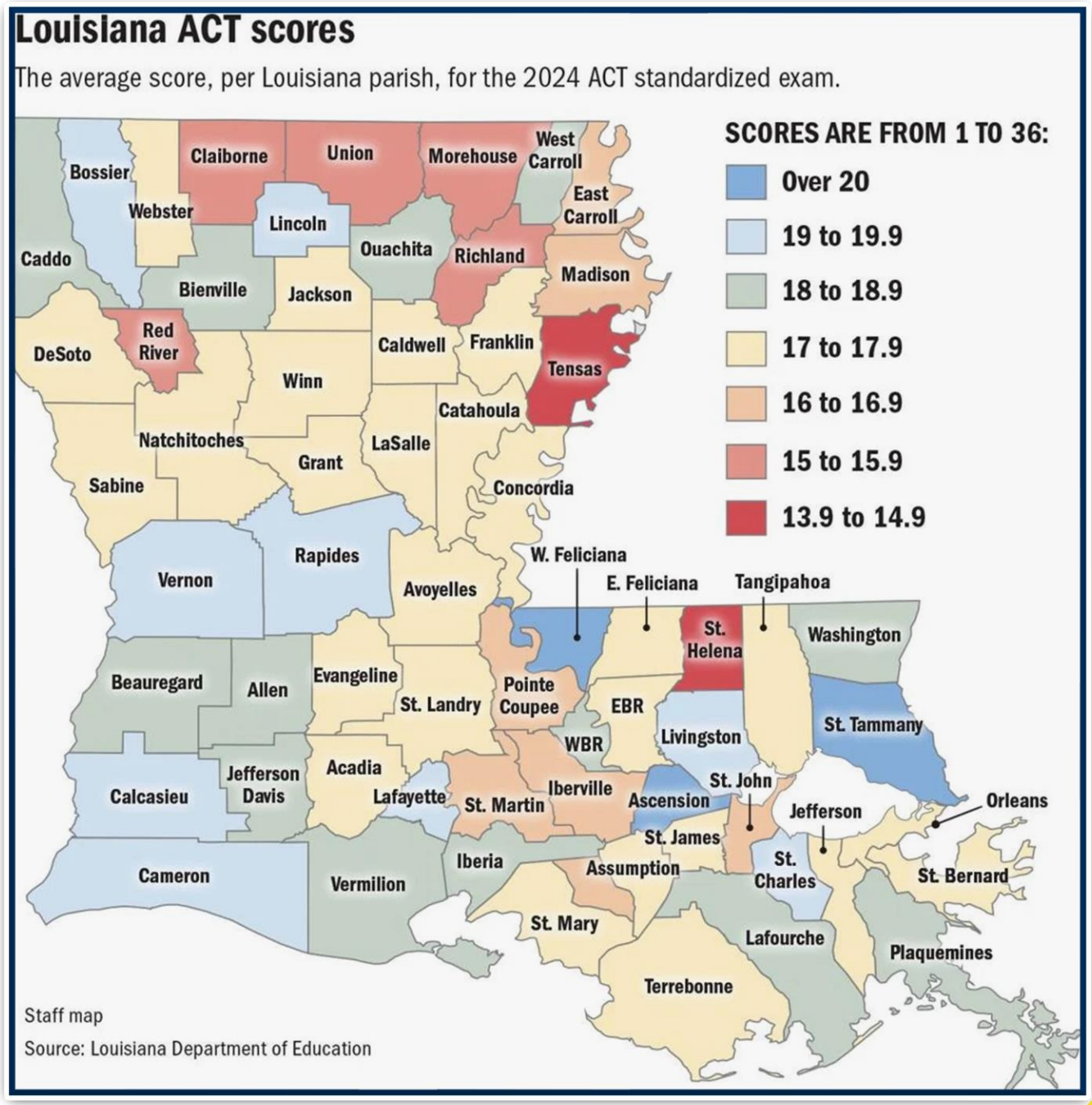
Meet Your Neighbor

Find your parish. Are you all where you would like to be?

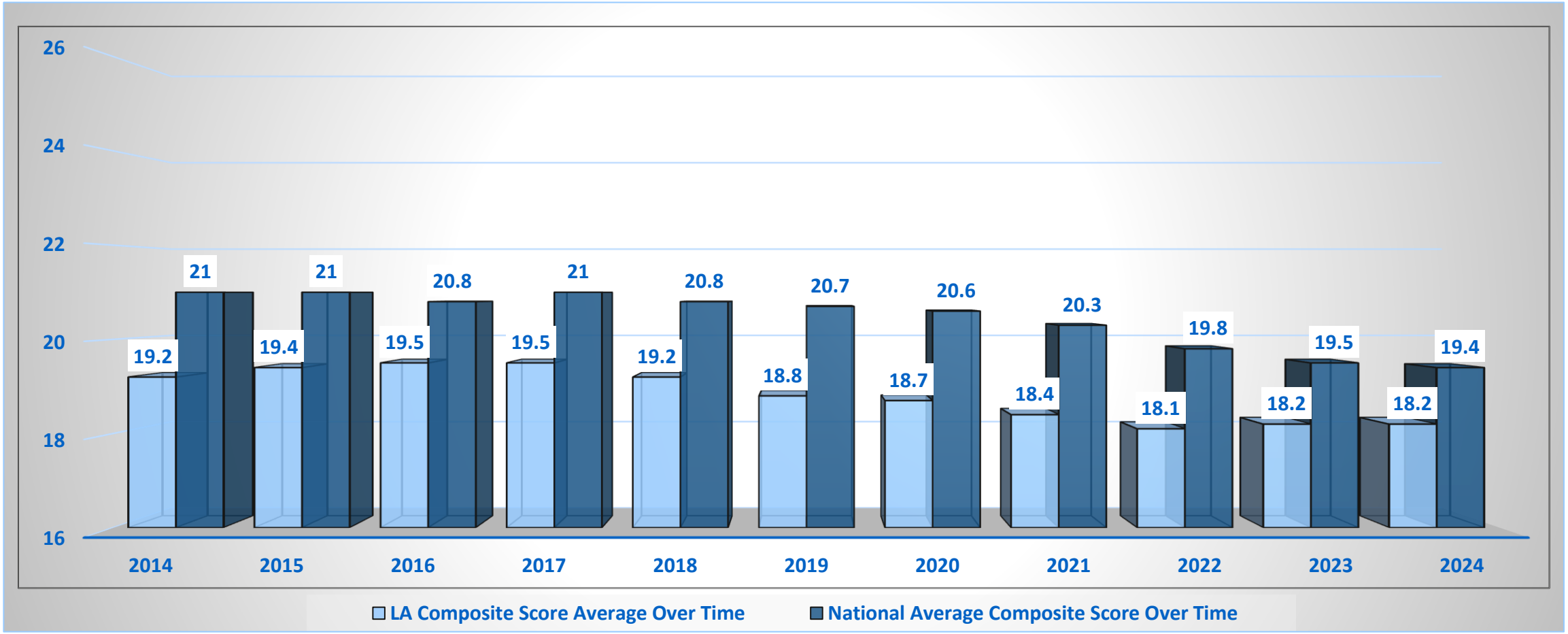


The Advocate
June 3, 2025

https://www.theadvocate.com/baton_rouge/news/louisiana-act-scores/article_3b30f884-cfe4-499a-a5b4-49cca1ef2a43.html

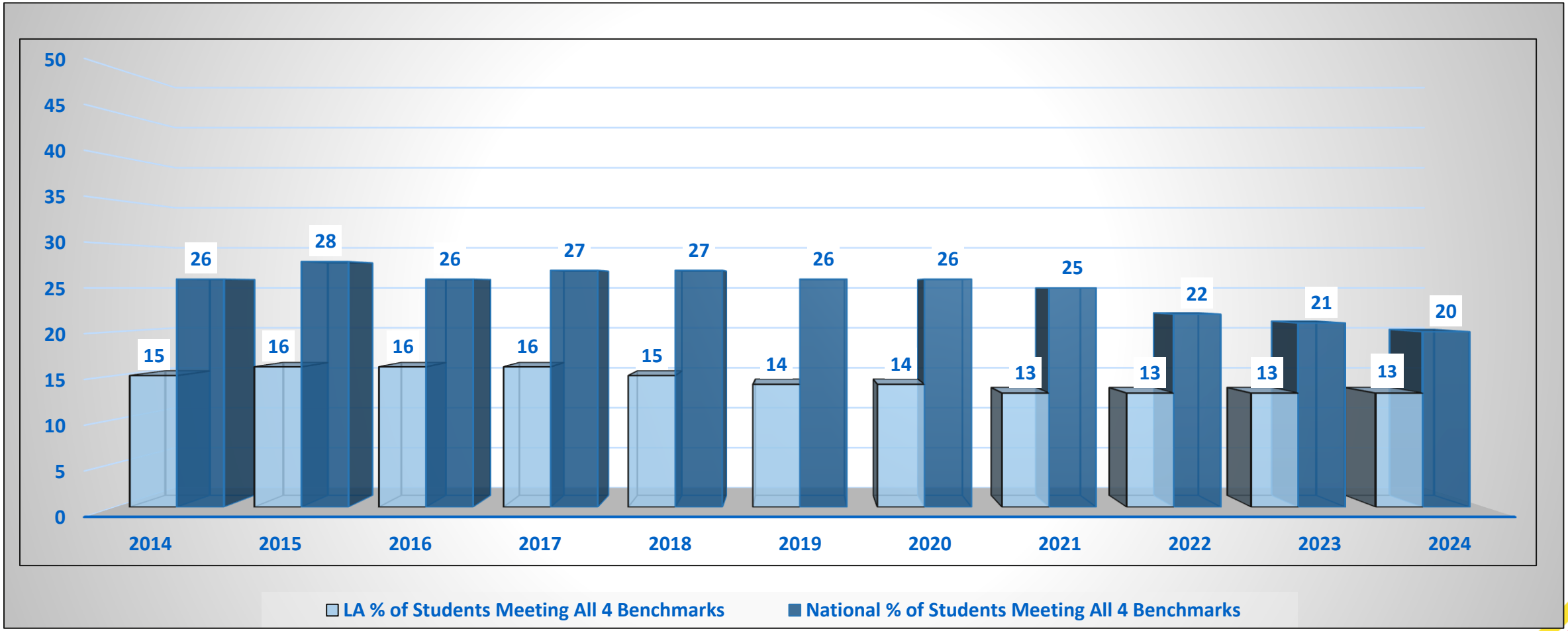
Louisiana’s Reality

ACT Composite Score Averages Over Time



What composite score do students need to earn TOPS?

% of Students Meeting All 4 Benchmarks



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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

*Minimum scores associated with post-secondary success in credit-bearing, entry-level courses.

*PreACT College Readiness Indicators can also be used to evaluate student readiness.

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Expanded Benchmarks

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

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

Benchmark Scores are associated with post-secondary success in credit-bearing courses.

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Other Interesting Data – Class of 2024

- 41,438 LA Students Took the ACT Prior to 2024 Graduation = 77% of All Graduates
- 54 LA Students Earned a 36 on the ACT
- Approximately 6,881 LA Students Met All 4 ACT Benchmarks – 13% of graduates
- 34% Took the ACT More Than Once
- Average Retesting Increase = 2.1 points
- 92,208 Fee Waivers Ordered; 21,324 tested

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The goal for today's session is for participants to have a:

- **A deeper understanding of ACT's System of Assessments and their alignment to ACT's College and Career Readiness Standards.**
- **A process to evaluate school/district's curriculum against the ACT College and Career Readiness Standards.**
- **An understanding of ACT's Louisiana Alignment Guide and its implications for curricula adjustments.**

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Curriculum Alignment

Partner Talk

What is Curriculum Alignment?

- ***Curriculum*** **is how teachers organize and present content in the classroom. This includes what they teach, how they teach it, and how they assess learning. Merriam-Webster (2003) defines *align* as "to bring into line" and *alignment* as "positioning of different components relative to one another so that they perform as intended."**
- **So, what is curriculum alignment? It is *the way in which written content, instruction, and assessment work together to facilitate student achievement as defined by standards.***

Research Says…

"The basic construct for curriculum alignment is to ensure that what is tested is what is taught."

[English, Fenwick & Steffy, Betty (2001) *Deep Curriculum Alignment*]

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Drake, 2007; English, 2000; Posner, 2004

What is Curriculum Alignment?

Curriculum alignment means that we establish an on-going **DIALOGUE** (horizontally & vertically) with our **peers** about how to **IMPROVE TEACHING & LEARNING** by identifying & addressing potential gaps and/or trouble spots.

Research Says…

"[Curriculum] …mapping enables teachers to identify gaps, redundancies, and misalignments in the curriculum and instructional programs and to foster dialogue among teachers about their work."

[Jacobs, Heidi Hayes (2004) Getting Results With Curriculum Mapping]

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How does peer dialogue relate to curriculum alignment?

Horizontal alignment

refers to alignment work done *at one grade level*, in discrete content areas, or across content areas.

Vertical alignment

focuses on aligning curriculum in a discrete content area (e.g., mathematics) *across grades within a school and/or across schools*, including elementary, middle, and high schools.

Partner Talk:

Which alignment process is more prevalent in your district and/or campus?

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How does a horizontally and vertically aligned curriculum benefit students?

- **In schools that horizontally align their curriculum, students experience a common curriculum in one grade level, no matter who their teachers are. All students in a grade have a consistent learning experience. And all students move on to the next grade with the same knowledge base and skills.**
- **In schools that vertically align their curriculum, students thrive from each content area's sequential, conceptually-based curriculum as they move from grade to grade.**
- **Schools that vertically and horizontally align their curriculum can boost student outcomes in a big way. Their students benefit from a sturdy framework—what they learn, when they learn it, and how they show their learning—that supports their learning and is consistent and standards-based across and within grade levels.**

"One of the most powerful things a school can do to help enhance student achievement is to guarantee that specific content is taught in specific courses and grade levels." DuFour and Marzano

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Main Street Middle School Aligns Its Curriculum

Capturing Alignment Efforts

Educators at Main Street Middle School are in the midst of a major effort to boost student achievement. To date, they have launched a variety of curriculum alignment activities. The schoolwide leadership team wants to assess their progress. So, they capture all of the school's alignment efforts in a matrix.

Main Street Middle School: Schoolwide Curriculum Alignment Matrix

Science	Mathematics	English Language Arts
Horizontal Alignment: Alignment Within Each Grade Level, Grades 6–8		
• Sixth grade teachers use concept maps to align assessments to the content. • Seventh and eighth grade teachers use concept maps to align units and lessons to the content.	• Sixth grade teachers have not aligned content to the standards. • Seventh grade teachers have met once to learn about the process of curriculum mapping. • Eighth grade teachers developed a framework for administering common assessments that are aligned to their instructional materials.	• Sixth, seventh, and eighth grade teachers are in the process of identifying "in and out" goals for each grade level.
Vertical Alignment: Alignment Within Each Content Area, Grades 6–8		
• As a science department, teachers have created concept maps for life, earth, and physical sciences.	• As a mathematics department, teachers have begun discussions on aligning content to the standards.	• As an English language arts department, teachers plan to align content and instructional materials to their grade-level "in and out" goals.

What type of alignment practice is done on your campus?
Is this type of work done for ACT Standards?

Partner Talk

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Think about this:

When students fail to achieve, something is out of whack and needs to be brought back into line. The content might not be rigorous. It might not meet standards. Instruction might be weak. Assessments might not accurately gauge students' learning, or they might not apply to the content. Many things could be "off". The bottom line: Some part of the framework that supports student learning is weak or broken.

You must diagnose the problem and help fix it.

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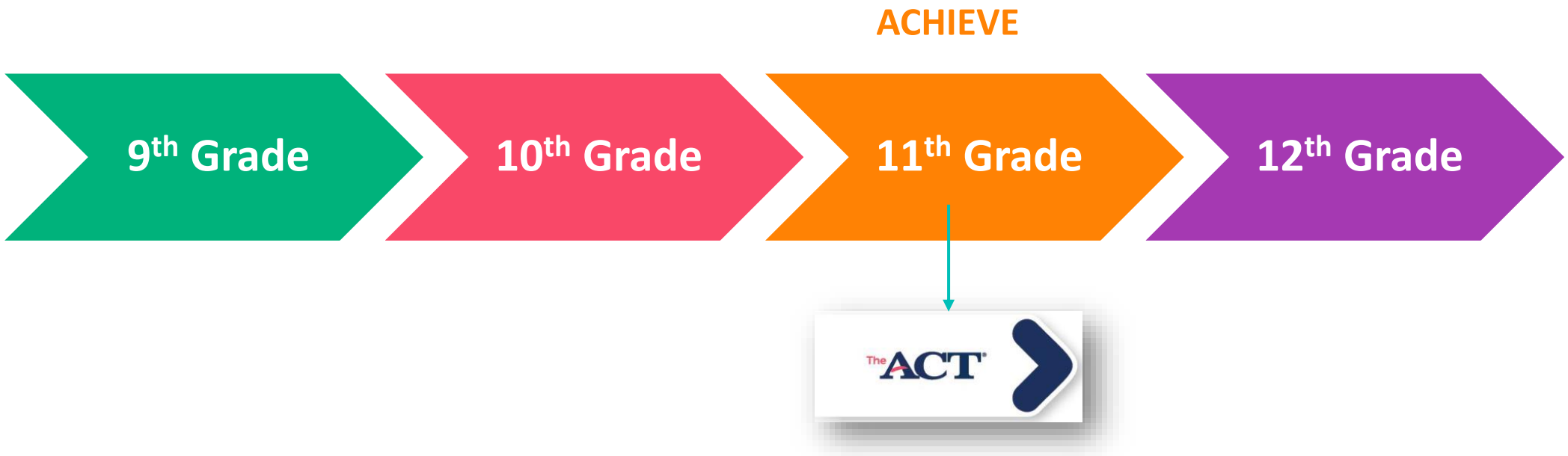
College and Career Readiness

The path to college and career readiness must begin early so ACT offers a continuum of sequential progress-monitoring learning tools and assessments that prepare students for a lifetime of success, in the classroom and beyond.

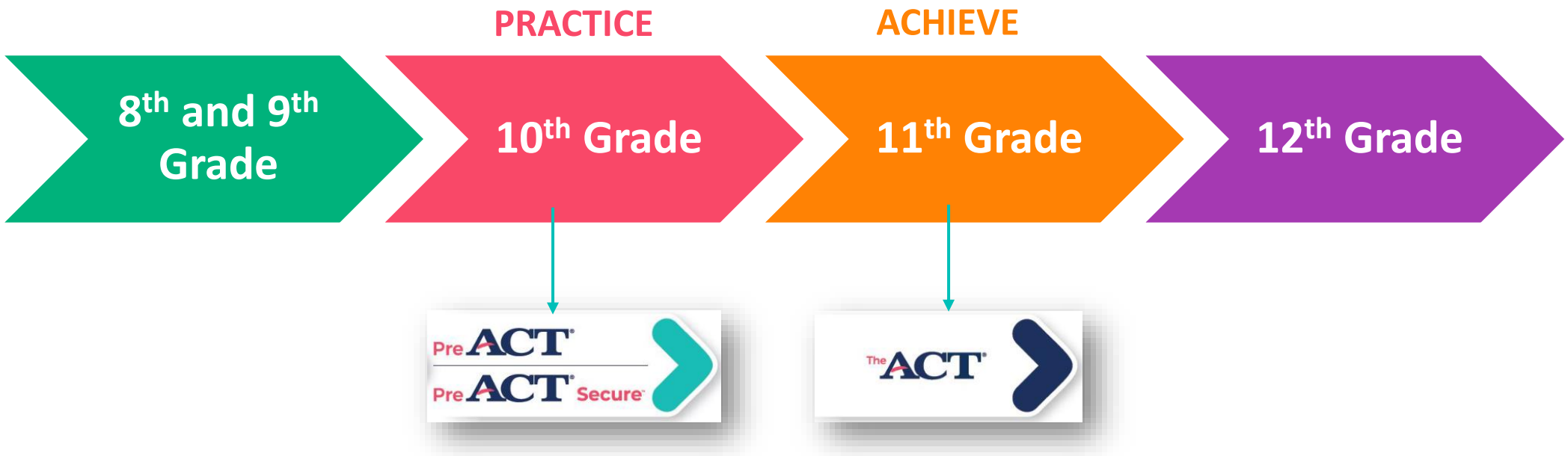
Building a Connected System of Assessment at the HS Level

English, Reading, Math, Science, & Writing



Building a Connected System of Assessment at the HS Level

English, Reading, Math, Science, & Writing



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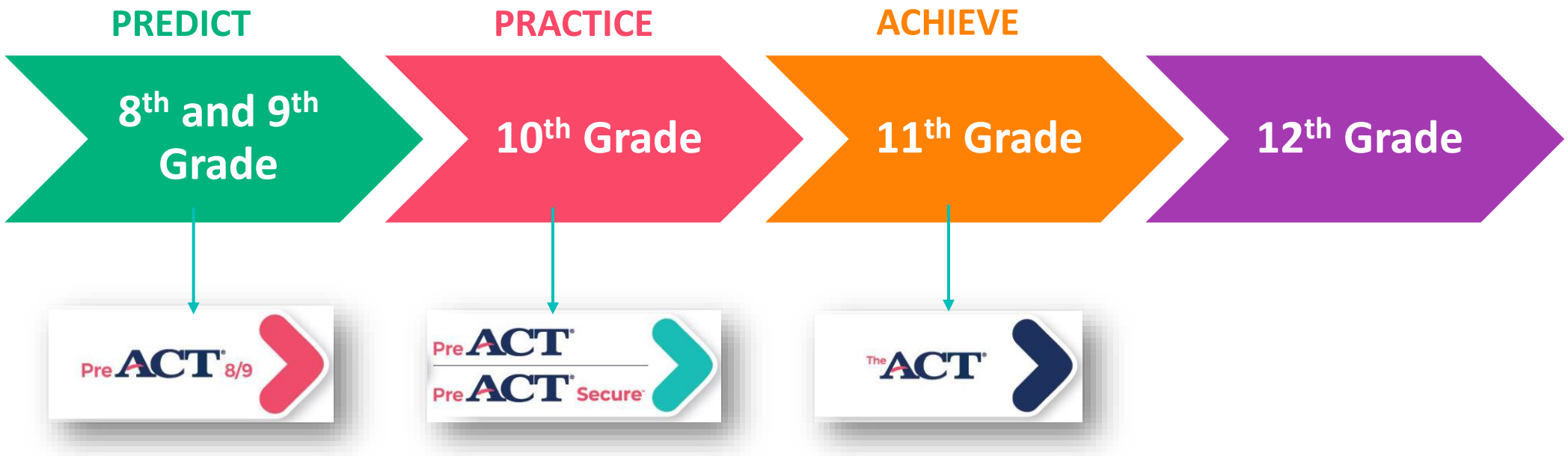

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Building a Connected System of Assessment at the HS Level

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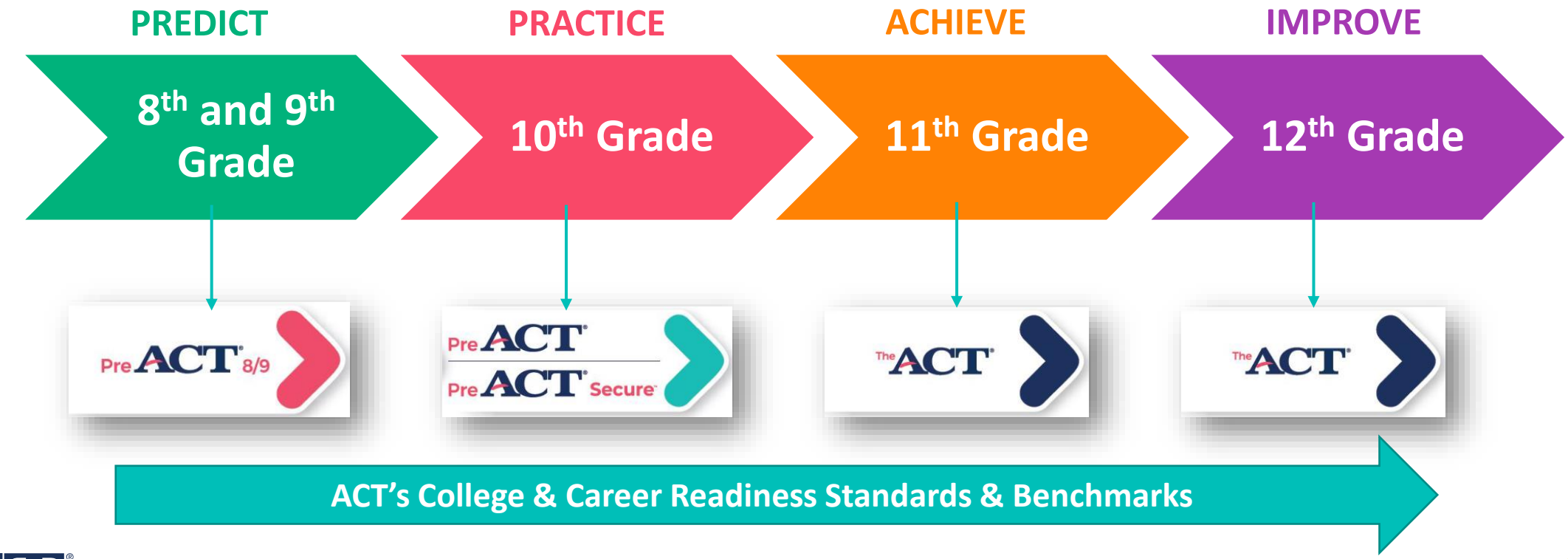

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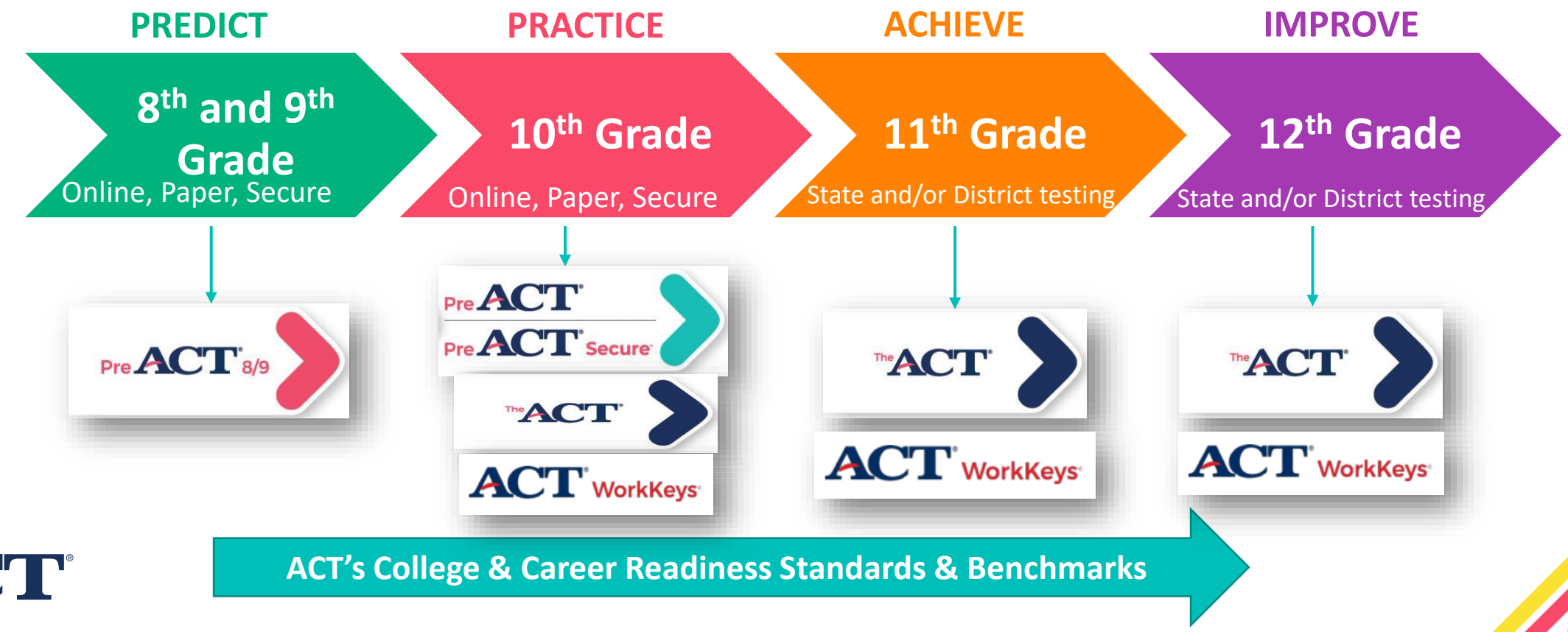
Building a Connected System of Assessment at the HS Level

English, Reading, Math, Science, & Writing



Let's Talk About Time

8th and 9th Grade PreACT 8/9

- Approximately 2.5 Hours

10th Grade PreACT

- Approximately 2.5 Hours

11th Grade ACT & WorkKeys

- Approximately 3.5 Hours
- Approximately 3.0 Hours

12th Grade ACT (Senior Retake) & WorkKeys

- Approximately 3.5 Hours
- Approximately 3.0 Hours

Bulletin 741: LA Handbook for School Administrators

- 63,720 minutes of instructional time
- 1,062 Hours Per Year
- 182 School Days Per Year
- 4,248 Total hours for 4 years

- 2.5 Hours/1,062= .002%
- 3.5 Hours/1,062 = .003%
- 6.5 Hours/1,062= .006%
- 19 Total ACT HS Hours/ 1062 Total Hours = .018%

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ACT Student Report

Detailed Results

MATH 19

			ACT Readiness Range
Preparing for Higher Math	22 of 35	63%	✓
• Number & Quantity	5 of 5	100%	✓
• Algebra	5 of 8	63%	
• Functions	6 of 8	75%	✓
• Geometry	4 of 8	50%	
• Statistics & Probability	2 of 6	33%	
Integrating Essential Skills	11 of 25	44%	
Modeling	9 of 22	41%	

SCIENCE 18

Interpretation of Data	9 of 16	56%	
Scientific Investigation	7 of 10	70%	✓
Evaluation of Models, Inferences & Experimental Results	5 of 14	36%	

ENGLISH 24

			ACT Readiness Range
Production of Writing	16 of 23	70%	✓
Knowledge of Language	8 of 12	67%	✓
Conventions of Standard English	29 of 40	73%	✓

READING 23

Key Ideas & Details	18 of 24	75%	✓
Craft & Structure	6 of 11	55%	
Integration of Knowledge & Ideas	3 of 5	60%	✓

Understanding Complex Texts — Below | Proficient | Above

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

PreACT & 8/9 Student Report

Your Detailed PreACT Results

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

MATH

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

SCIENCE

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

ENGLISH

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

READING

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

Understanding Complex Texts — Below | Proficient

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 higher reading demand.

*** About the PreACT test and score scale**

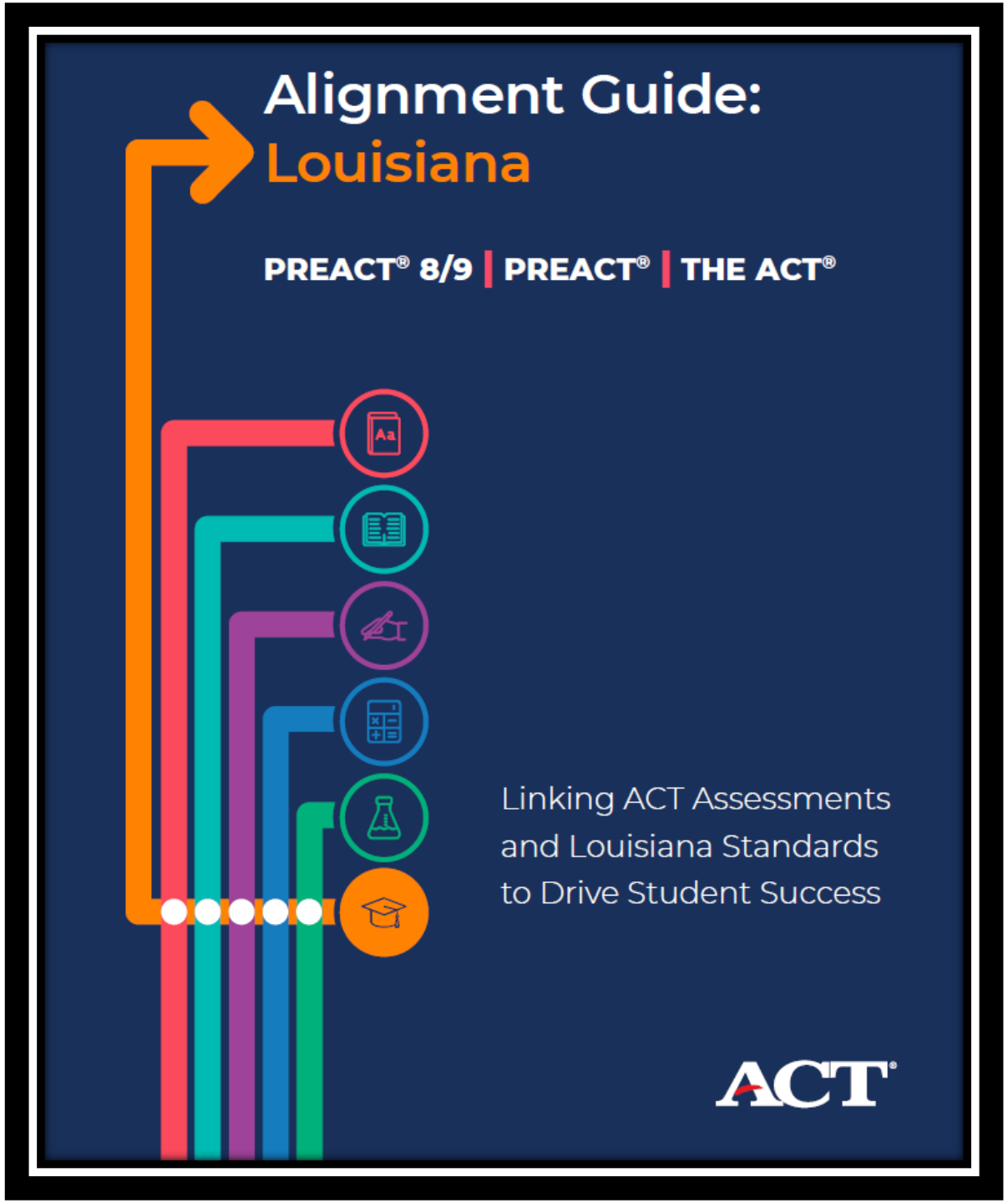
The PreACT is shorter than the full ACT and is based on a subset of ACT test specifications. The PreACT is reported on the same 1 to 36 score scales as the ACT, but PreACT has a maximum score of 35.

† Math test questions can map to multiple reporting categories, so totals will exceed the number of questions on test.

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

STEM: Science, Technology, Engineering, and Math.

Standards



[ACT Louisiana Alignment Guide]

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Alignment Methodology

- **Performed by groups of senior ACT subject matter experts in ELA and literacy, math, and science who have years of experience aligning assessments to state-level college and career readiness standards.**

- **These experts also design and develop annual forms of ACT assessments, and they have a deep knowledge of the task models, test items, passages and all aspects involved in constructing forms according to the test blueprint.**

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To conduct the alignment analyses for each subject, groups of the subject matter experts worked individually and then reconciled results using this procedure:

- **Review of LSS for the grade or grade band appropriate for each ACT assessment were reviewed and decisions about standards that would be included were made (e.g., speaking and listening were excluded due to test design).**
- **LSS was analyzed to determine if the expectation was assessed by one or more ACT assessments**

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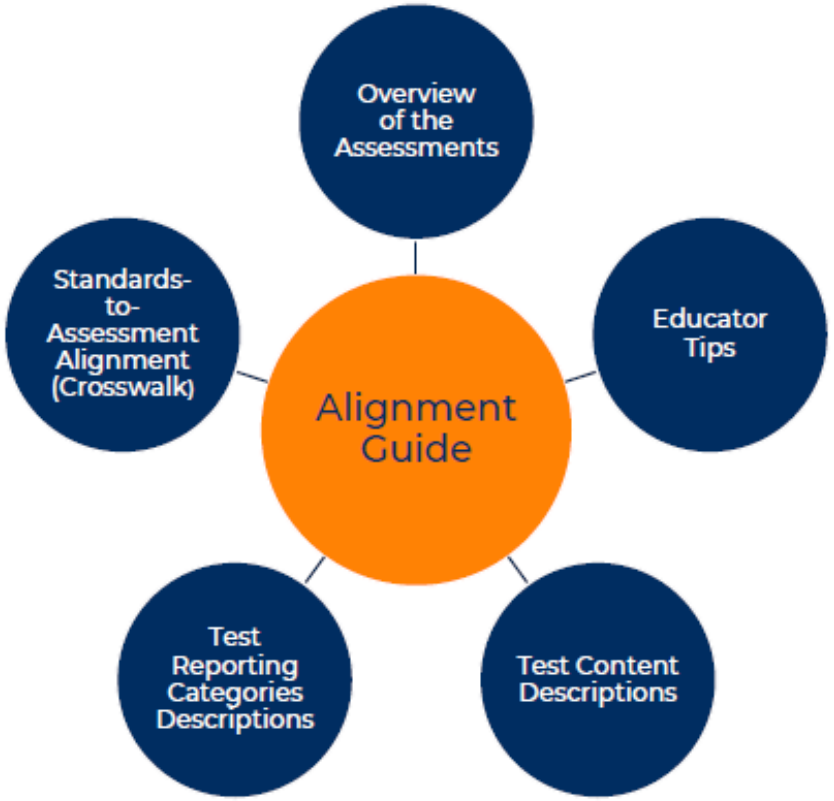
- For LSS that were judged to have a meaningful link, the reviewers determined which ACT reporting category includes the aligned item type.
- The reviewers indicated which ACT content skill areas include the aligned items.
- The groups of subject matter experts from each subject area performed a reconciliation process to discuss and resolve discrepancies.
- The final consensus was included in the alignment tables

What's in the Alignment Guide?

- **Overview of PreACT 8/9, PreACT, and the ACT:** Basic information about the knowledge and skills assessed by PreACT 8/9, PreACT, and the ACT, the ACT reporting categories, and the process of alignment to your state standards.
- **Educator Tips:** Ideas for how the alignment information can be applied to inform curriculum development and effective communication about ACT products and scores.
- **The ACT Content Descriptions:** Descriptions of the content and structure of each subject test (English, reading, mathematics, science, and writing), plus test blueprints for all but the writing test
- **The ACT Reporting Categories Descriptions:** Tables that list and describe the ACT reporting categories, subcategories, and skills.
- **Standards-to-Assessment Alignment:** Information in the form of a table, referred to as a "crosswalk," showing which domains of PreACT 8/9, PreACT, and the ACT (score reporting categories and subcategories) assess each standard.

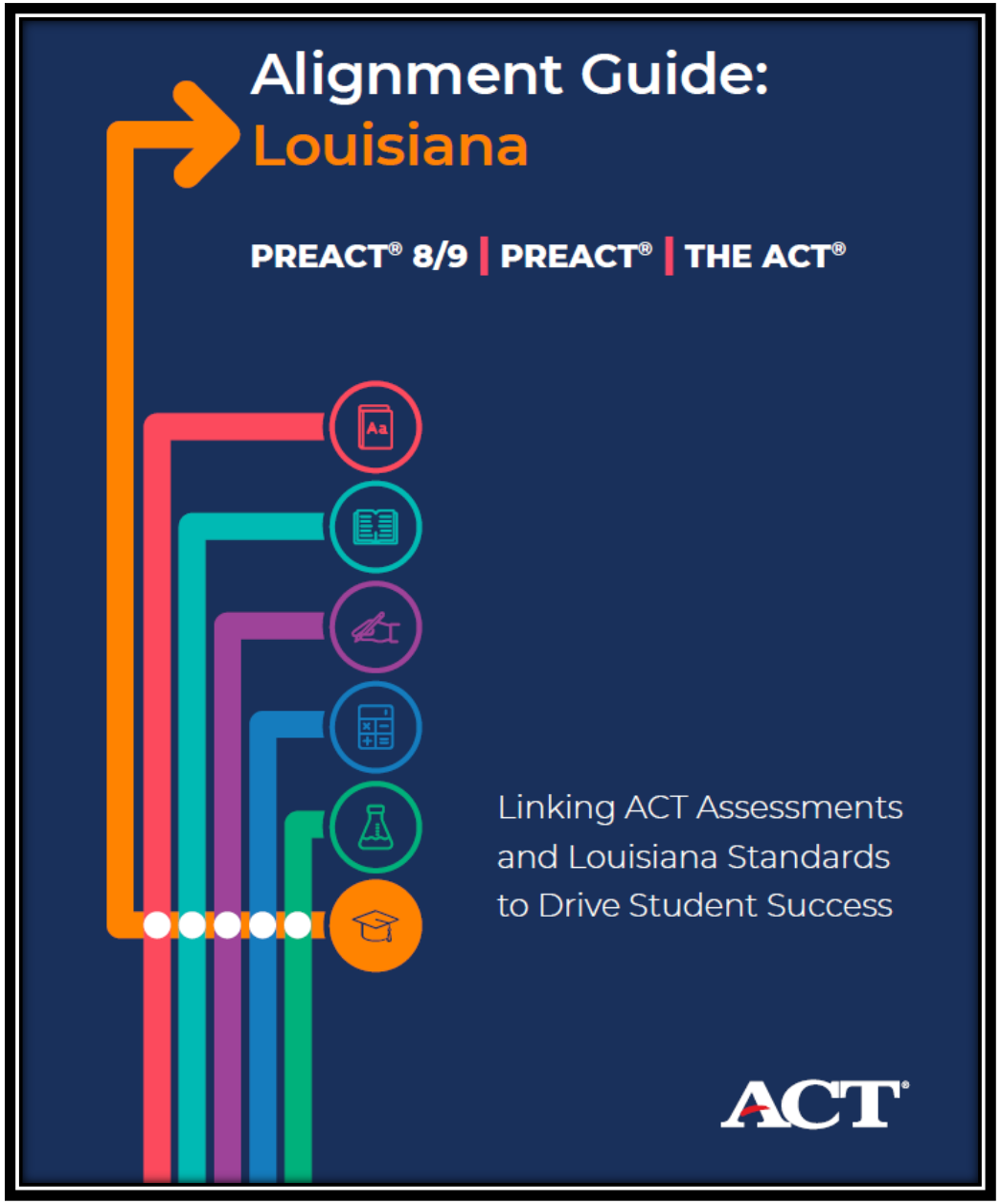


Who is this guide for?

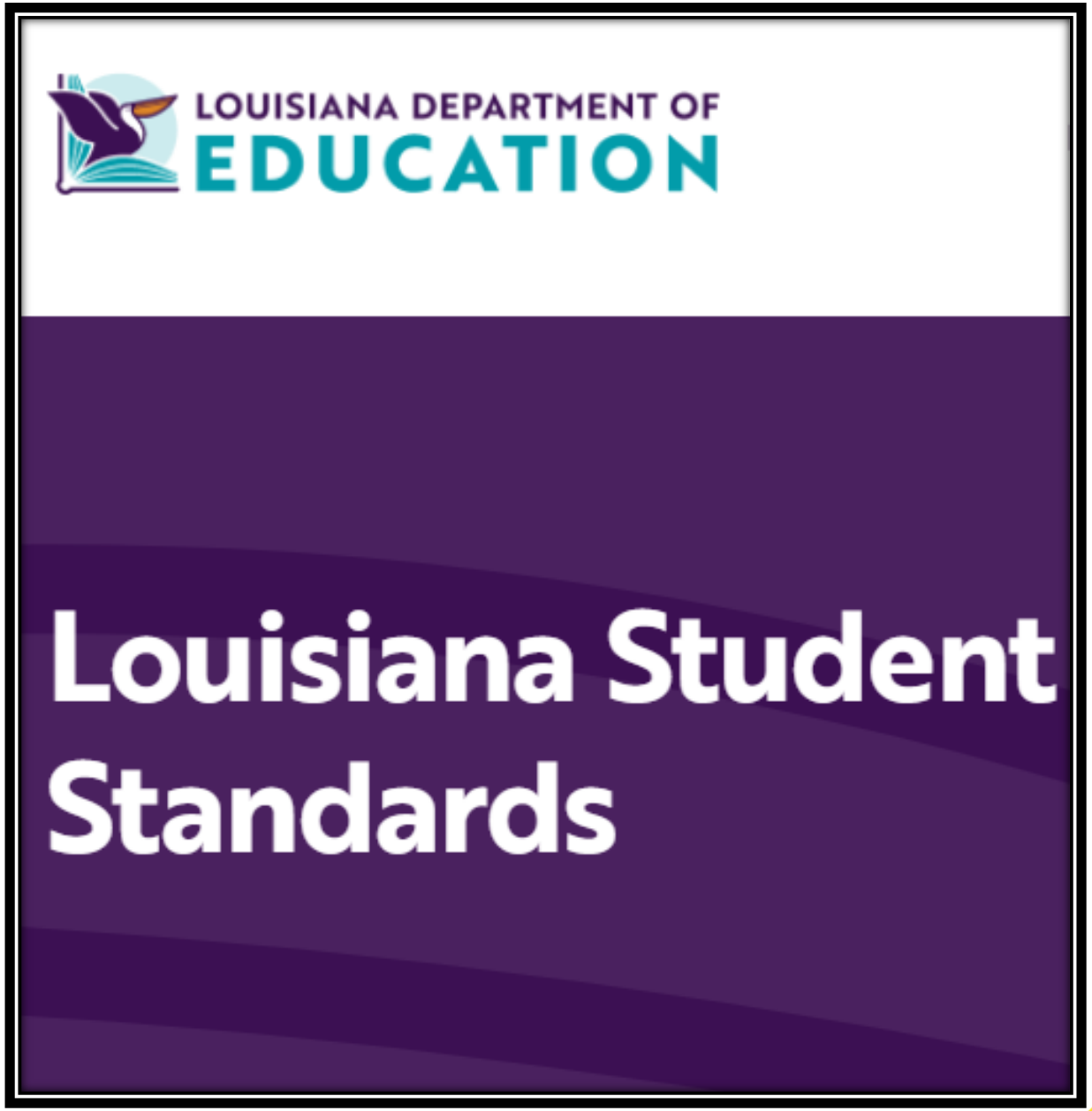
Who is this guide for? The guide was developed for a variety of users:

- **District and school leaders:** These users can apply the information, including alignment tables, to help make decisions about curriculum and to inform design and development of professional learning.
- **Classroom teachers:** These users can reference the resources provided to inform design and delivery of daily lessons as well as design of classroom-based assessments.

Educators and state stakeholders will be able to use the information to support effective communication with students, their families, and the community. The information will help educators describe how a student's performance on the ACT assessment is tied to curriculum based on the state's standards.



[ACT Louisiana Alignment Guide]



[Louisiana Student Standards]

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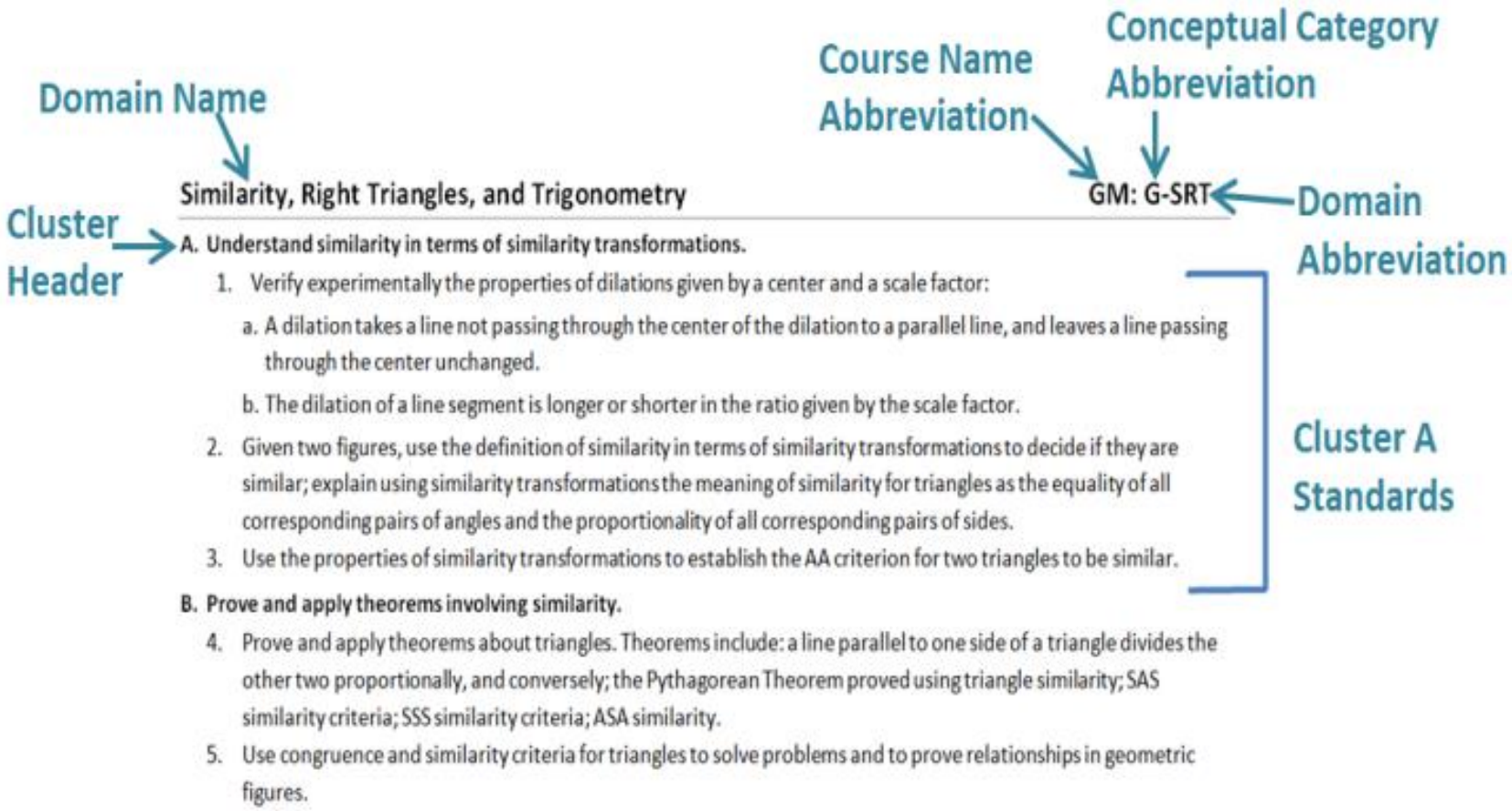
LSS Math Standard Format



Alignment Guide

Louisiana Student Standards

Student Content Standards for Mathematics:
Algebra I (A1)

Teachers Companion Documents.zip

Number and Quantity

The Real Number System — A1: N-RN

B. Use properties of rational and irrational numbers.

3. Explain why the sum or product of two rational numbers is rational; that the sum of a rational number and an irrational number is irrational; and that the product of a nonzero rational number and an irrational number is irrational.

Quantities★ — A1: N-Q

A. Reason quantitatively and use units to solve problems.

1. Use units as a way to understand problems and to guide the solution of multi-step problems; choose and interpret units consistently in formulas; choose and interpret the scale and the origin in graphs and data displays.
2. Define appropriate quantities for the purpose of descriptive modeling.
3. Choose a level of accuracy appropriate to limitations on measurement when reporting quantities.

Louisiana Student Standards for Mathematics, High School

Louisiana Standard Number	Louisiana Standard	The ACT Mathematics Reporting Categories and Skill Areas
A1.N-Q.A.3	Choose a level of accuracy appropriate to limitations on measurement when reporting quantities.	• Number & Quantity: Quantities and Units • Integrating Essential Skills: Computation and Problem Solving with Real Numbers

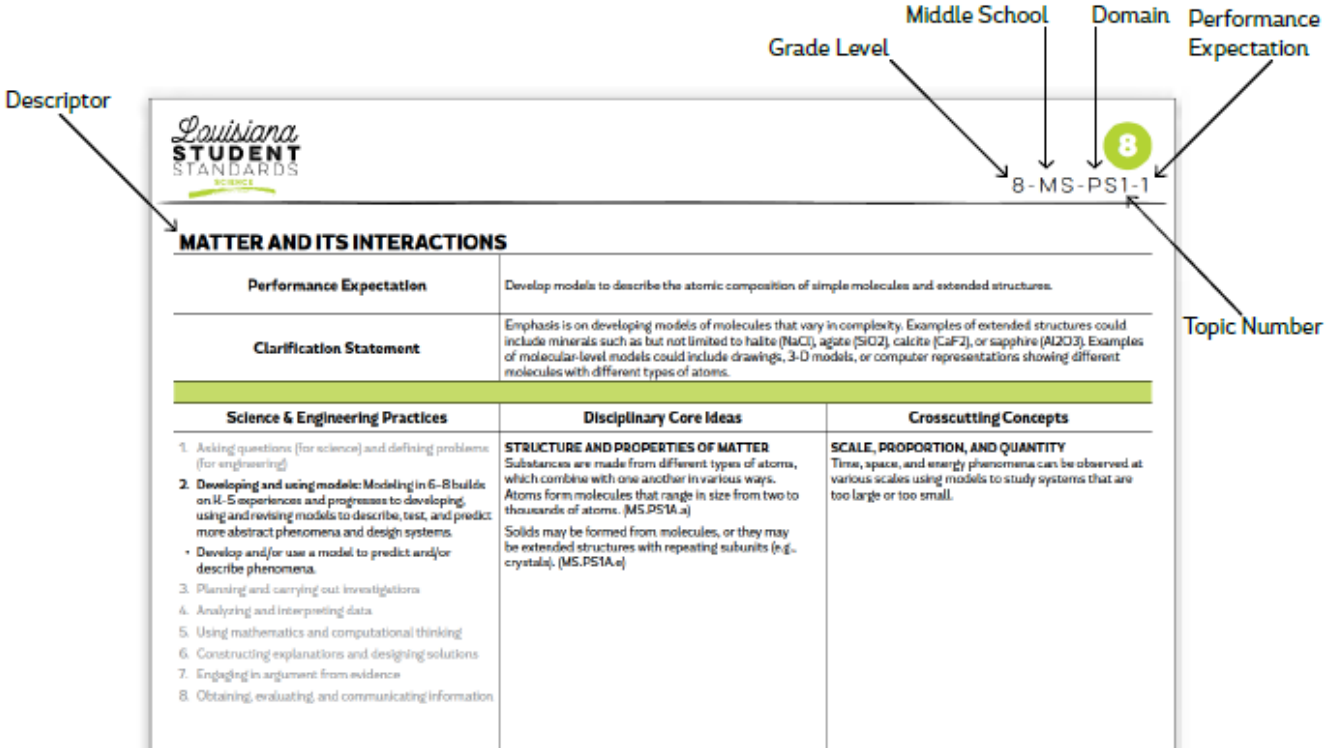
ACT

LSS Science Standard Format

Interpreting Standard Codes

Each performance expectation is identified by a code and descriptor. The coding is derived by the following formula: Grade level-Domain and Topic Number- Performance Expectation Number (space)

3-PS2-1 **Motion and Stability: Forces and Interactions**	The grade level is 3, the domain is Physical Science, the topic number is 2, and the performance expectation number is 1. The descriptor is, "Motion and Stability: Forces and Interactions."
7-MS-ESS2-4 **Earth's Systems**	The grade level is 7, the standard is middle school, the domain is Earth and Space Science, the topic number is 2, and the performance expectation is 4. The descriptor is, "Earth's Systems."
HS-LS1-1 **From Molecules to Organisms: Structures and Processes**	The standard is high school, the domain is Life Science, the topic number is 1, and the performance expectation number is 1. The descriptor is, "From Molecules to Organisms: Structures and Processes."



Science Alignment

FROM MOLECULES TO ORGANISMS: STRUCTURES AND PROCESSES

Performance Expectation	Obtain, evaluate, and communicate information about (1) viral and bacterial reproduction and adaptation, (2) the body's primary defenses against infection, and (3) how these features impact the design of effective treatment.
Clarification Statement	Emphasis is on the speed of reproduction which produces many generations in a short time, allowing for rapid adaptation, the role of antibodies in the body's immune response to infection and how vaccination protects an individual from infectious disease.

Science & Engineering Practices	Disciplinary Core Ideas	Crosscutting Concepts
1. Asking questions and defining problems 2. Developing and using models 3. Planning and carrying out investigations 4. Analyzing and interpreting data 5. Using mathematics and computational thinking 6. Constructing explanations and designing solutions 7. Engaging in argument from evidence 8. **Obtaining, evaluating, and communicating information:** Obtaining, evaluating, and communicating information in 9–12 builds on K–8 experiences and progresses to evaluating the validity and reliability of the claims, methods, and designs. • Critically read scientific literature adapted for classroom use to determine the central ideas or conclusions and/or to obtain scientific and/or technical information to summarize complex evidence, concepts, processes, or information by presenting them in simpler but still accurate terms.	**PUBLIC HEALTH** Viruses are obligate intracellular parasites that replicate using a cell's protein expression mechanisms. (HS.LS1E.a) Vaccines provide immunity to infections by exposing the immune system to antigens before infection which decreases the immune system's response time. Some vaccines may require more than one dose. (HS.LS1E.b) Antibiotics are effective treatments against most bacterial infections. Some bacteria may develop resistance to these treatments. (HS.LS1E.c) Microorganisms can cause diseases and can provide beneficial services. Microorganisms live in a variety of environments as both parasites and free-living organisms. (HS.LS1E.d) Microorganisms can reproduce quickly. (HS.LS1E.e)	**SCALE, PROPORTION, AND QUANTITY** The significance of a phenomenon is dependent on the scale, proportion, and quantity at which it occurs.

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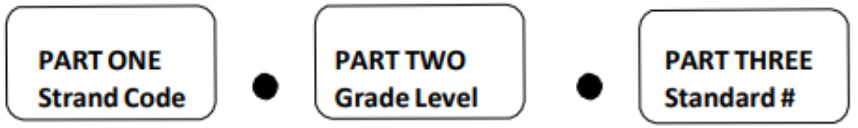
LOUISIANA ACT ALIGNMENT GUIDE—SCIENCE

Louisiana Standards Categories	Louisiana Standards Subcategories 1	Louisiana Standards Numbers	Louisiana Student Standards for Science, High School	The ACT Science Reporting Categories and Skill Areas
				Scientific Investigation: Designing and Implementing Scientific Investigation: Extending and Implementing Evaluation of Models, Inferences, and Experimental Results: Inferences and Results—Evaluating and Extending
Crosscutting Concepts	Cause and Effect	2	Changes in systems may have various causes that may not have equal effects.	Interpretation of Data: Locating and Understanding Interpretation of Data: Inferring and Translating Evaluation of Models, Inferences, and Experimental Results: Inferences and Results—Evaluating and Extending
Crosscutting Concepts	Scale, Proportion, and Quantity: In considering phenomena, it is critical to recognize what is relevant at different size, time, and energy scales, and to recognize proportional relationships between different quantities as scales change.	3	The significance of a phenomenon is dependent on the scale, proportion, and quantity at which it occurs.	Interpretation of Data: Locating and Understanding Interpretation of Data: Inferring and Translating Evaluation of Models, Inferences, and Experimental Results: Inferences and Results—Evaluating and Extending
Crosscutting Concepts	Scale, Proportion, and Quantity	3	Some systems can only be studied indirectly as they are too small, too large, too fast, or too slow to observe directly.	Interpretation of Data: Locating and Understanding Interpretation of Data: Inferring and Translating

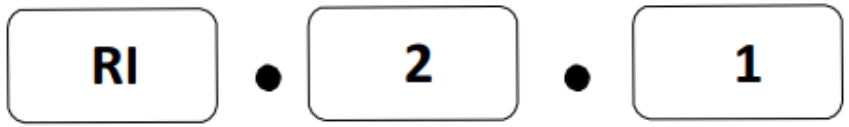
LSS ELA Standard Format

Standard Coding

There are three parts to a Louisiana Student Standard code for ELA and Literacy, and each part is separated by periods:



Example:



In the example above, the strand code "RI" stands for "Reading Standards for Informational Text." The number 2 refers to the fact that this is a second grade standard, and the number 1 tells you this standard refers back to anchor standard 1: "Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text."

If a standard is subdivided, the Standards use letters. The standard number, then, would be followed by a letter. For example, Language Standard 1 for grade 2 has letters "a-f" underneath it. A code for this standard, then, would include the letter to indicate which part of the standard is included in the lesson, such as L.2.1c.

There are nine strand codes in the Louisiana Student Standards for ELA:

Abbreviation	Meaning	Abbreviation	Meaning
RL	Reading Strands for Literature	L	Language
RI	Reading Strands for Informational Text	RH	Reading Standards for Literacy in History/Social Studies 6 – 12
RF	Reading Standards: Foundational Skills	RST	Reading Standards for Science and Technical Subjects 6 – 12
W	Writing	WHST	Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects 6 – 12
SL	Speaking and Listening		

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Louisiana STUDENT STANDARDS ENGLISH LANGUAGE ARTS

Student Standards for English Language Arts:
Grades 9 – 10

LS.11.2a

English Language Arts

Language Standards

The following standards for grades offer a focus for instruction each year to help ensure that students gain adequate mastery of a range of skills and applications. *Students advancing through the grades are expected to meet each year's grade specific standards and retain or further develop skills and understandings mastered in preceding grades.*

Conventions of Standard English

1. Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking.
   a. Use parallel structure.
   b. Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.
2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
   a. Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses.
   b. Use a colon to introduce a list or quotation.
   c. Spell correctly.

Knowledge of Language

3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
   a. Write and edit work so that it conforms to the guidelines in a style manual (e.g., *MLA Handbook*, Publication Manual of the American Psychological Association (APA), Turabian's *Manual for Writers*)

Page 111

LOUISIANA ACT ALIGNMENT GUIDE—ENGLISH LANGUAGE ARTS (ELA)

Louisiana Standards Categories	Louisiana Standards Subcategories	Louisiana Standards Numbers	Louisiana Student Standards for ELA, Grades 11 and 12	The ACT Secure English Reporting Categories and Skill Areas	The ACT Reading Reporting Categories and Skill Areas
			Dictionary of English Usage, Garner's Modern American Usage) as needed.	and Mechanics: Usage Conventions	
Language Standards	Conventions of Standard English	**2**	Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing.	Conventions of Standard English Grammar, Usage, and Mechanics: Punctuation Conventions	
Language Standards	Conventions of Standard English	**a.**	Observe hyphenation conventions.		
Language Standards	Conventions of Standard English	**b.**	Spell correctly.		
Language Standards	Knowledge of Language	**3**	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.	Knowledge of Language: Expressing Ideas Clearly Knowledge of Language: Style	Craft and Structure: Word Meanings and Word Choice Craft and Structure: Text Structure

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Alignment Guide

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 **included** in your Mathematics curriculum?	At what grade level (or in which course) are students **first introduced** to it?	At what grade level (or in which course) are students **expected to demonstrate proficiency**?
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			

Thinking About "Unpacking"

English Language Arts Goal
The goal for students in English language arts (ELA) is to:

- Read
- Understand complex, grade-level texts
- Express their understanding of those text

Students in Louisiana are ready for college or a career if
complex, grade-level texts. This means students should b
article, or painting, understand what the text means, and
challenge from the text and why.

The Louisiana Student Standards are (1) research and ev
(3) rigorous, and (4) internationally benchmarked. A part
best available evidence indicated that its mastery was es
century, globally competitive society.

The goal of the *Louisiana Student Standards for English L*
twenty-first century. A literate person in the twenty-first

- demonstrate independence in reading, writing

Louisiana STUDENT STANDARDS ENGLISH LANGUAGE ARTS

Student Standards for English Language Arts:
Grades 9 – 10

Reading Standards for Literature

The following standards offer a focus for instruction each year and help ensure that students gain adequate exposure to a range of texts and tasks. Rigor is also infused through the requirement that students read increasingly complex texts through the grades. *Students advancing through the grades are expected to meet each year's grade-specific standards and retain or further develop skills and understandings mastered in preceding grades.*

Key Ideas and Details

1. Cite relevant and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
2. Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.
3. Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.

Craft and Structure

4. Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).
5. Analyze how an author's choices concerni y to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashba eate such effects as mystery, tension, or surprise.
6. Analyze a particular point of view or cultur erience reflected in works of literature drawing on a wide reading of world literature.

4. Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).

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Unwrapping Standards Protocol

Use the following steps to unwrap a standard. Use the "Unwrapping Standards Template" (page 20) to organize the information coming from the unwrapping process.

1. **Clarify the standard to unwrap:** Look at an upcoming unit of study to identify the essential standard the team wants to unwrap into a series of learning targets.
2. **Annotate the standard to identify key words and phrases:**
   - Circle the verbs. These words highlight the main skills students are expected to do or demonstrate.
   - Underline the significant nouns or noun phrases. These words help point to the major concepts, information, or definitions students will need to know or understand.
   - Bracket any information that describes the context or stimulus that students will encounter. This helps point to the level of rigor or type of assessment items that the team may design.
3. **Use a graphic organizer or template to record the team's thinking and identify the learning targets:** Create the template on poster paper or in a shared document. As a team, examine the key words in the standard, and identify the specific concepts or information students will need to know or understand and the smaller skills they will need to learn and demonstrate.
   While some standards easily reveal their learning targets, many standards require that teams read between the lines by asking, "What knowledge and skills will students really need to demonstrate in order to show full understanding of the standard? What are the smaller steps of learning that will lead to students' learning this standard?"
4. **Discuss the level of rigor for each learning target:** For this determination, we suggest using the shared language of Webb's Depth of Knowledge (DOK; Hess, 2013), which provides descriptors of rigor and complexity teams can use to clarify their end in mind for specific targets. For example, DOK 1 comprises recall and reproduction, DOK 2 is skills and concepts, DOK 3 reflects strategic thinking and reasoning, and DOK 4 covers extended thinking.
5. **Identify the academic language or vocabulary required by students:** For students to achieve this standard, determine what specific terms or academic language will be crucial for them to comprehend and use.

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Free Resources – PLC Plan book

1. **Clarify the standard to unwrap:** Look at an upcoming unit of study to identify the essential standard the team wants to unwrap into a series of learning targets.

Thinking About "Unpacking"

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Tool: Unpacking Essential Standards

Step 1: Annotate the Essential Standard

Instructions: Annotate one of your essential standards in the following box. Begin by circling verbs (skills students should master), then underline nouns (concepts or facts students should master) and put brackets around words that show the context of the task students will perform to demonstrate mastery.

Louisiana State Standard: ACT Standard:

Step 2: Reflect on the Standard

Instructions: Answer the following questions about the essential standard that you annotated in step 1.

Using your annotations, list the content knowledge that students will need to know in order to master this standard. NOUNS	
Using your annotations, list the skills that students will need to demonstrate in order to master this standard. VERBS	
What is the level of rigor? DOK Level? What reporting category/categories will these standards be tested?	
Why is it important for students to master this standard?	
How can you assess the progress that students are making toward mastering this standard?	

page 1 of 2

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TOD 302. Identify the purpose of a word or phrase when the purpose is simple (e.g., identifying a person, defining a basic term, using common descriptive adjectives)

LSS: RL Reading Strands for Literature.9-10.4

Craft and Structure

4. Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).

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2. **Annotate the standard to identify key words and phrases:**
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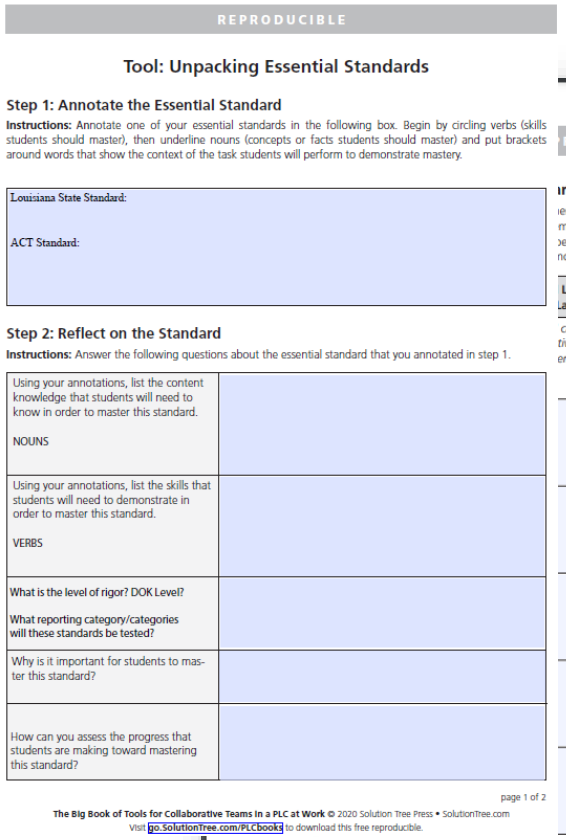

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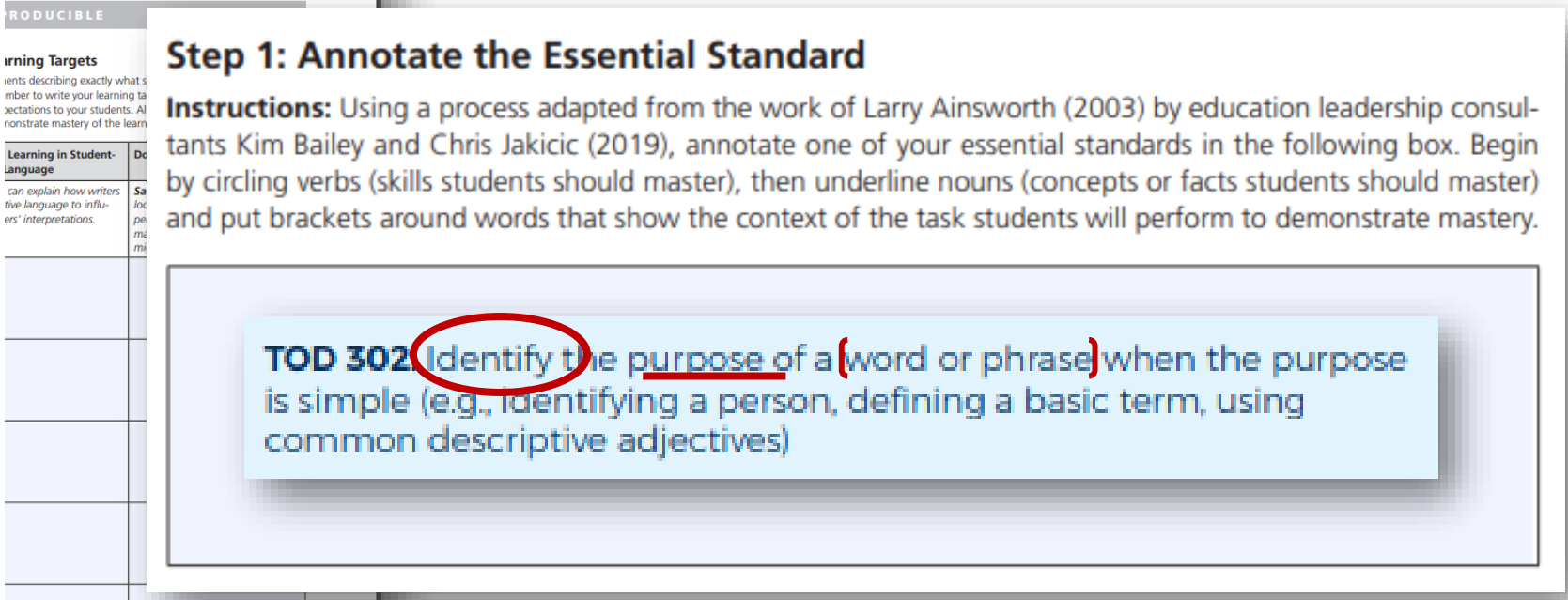

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Step 3: Write Student-Friendly Learning Targets

Instructions: Create a set of three to five statements describing exactly what students will need to know and be able to do in order to master this standard. Remember to write your learning targets in student-friendly language so that you can effectively communicate your expectations to your students. Also, remember to include a "doing task" that students can complete in order to demonstrate mastery of the learning target.

Expected Learning	Expected Learning in Student-Friendly Language	Doing Task
Sample: *Students will need to understand that poets often use figurative language to create a mood or tone for their poems.*	***Sample:*** *I can explain how writers use figurative language to influence readers' interpretations.*	***Sample:*** *This means that I can look at similes, metaphors, and personification in poems and make a prediction about how they might make readers feel.*

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Example of Unwrapping Standards for Cell Unit

Standard or standards to address:

Conduct an investigation to provide evidence that living things are made of cells; either one cell or many different numbers and types of cells (MS-LS1-1).

Develop and use a model to describe the function of a cell as a whole and ways the parts of cells contribute to the function (MS-LS1-2).

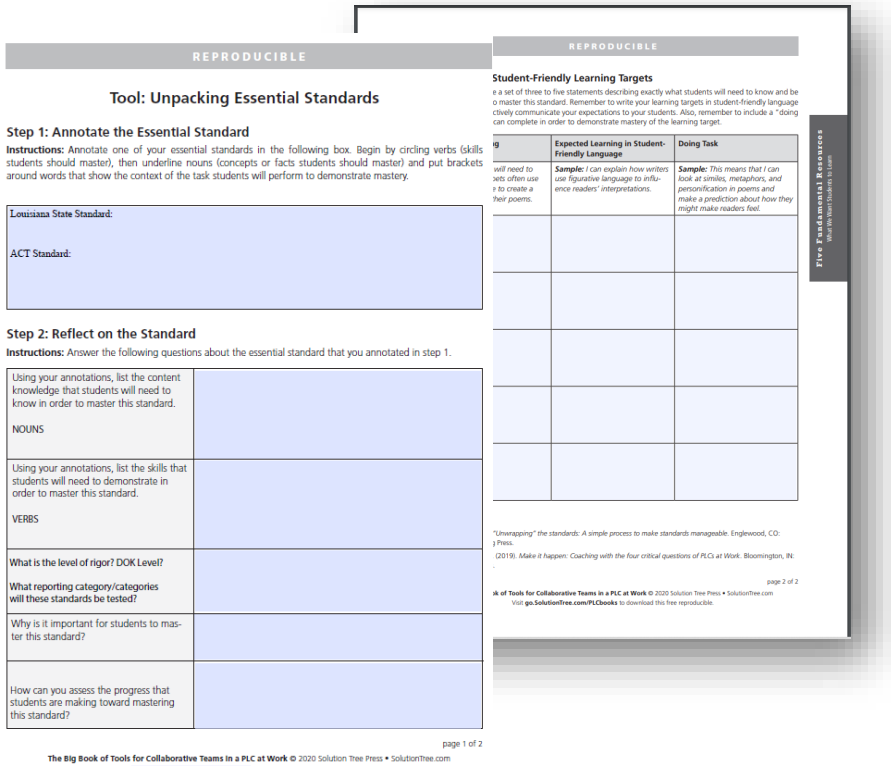
Context and Conditions (Explain what text, problem type, or situation students will encounter.)	Students have learned to use a microscope and the steps of the scientific method. In this unit, they will use both of those skills. They use models to explain phenomena but never develop their own model.

Learning Target		DOK	Assessment
Students Need to Know Concepts or Information	• The definition of a cell	1	Have students define important vocabulary.
	• What makes something living	1	Have students list the factors that make something living.
	• Unicellular organisms versus multicellular organisms	2	Have students explain the difference between unicellular and multicellular organisms.
	• Cell organelles	1	
	• Definition and description of osmosis and diffusion	2	Have students explain the difference between osmosis and diffusion.
	• Plant cells versus animal cells	2	Provide slides of plant and animal cells, and have students identify them.
	Big idea: All living things are made up of cells. More complex animals and plants have many different kinds of cells. Cells have parts called organelles that carry out a variety of functions.		

7 Minutes

Group Work

- **Move to the content area you would like to work in: math, English, Science and Reading.**
- **Look at the standard and use the unpacking template to unpack the assigned standard.**
- **Complete steps 1-5.**



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Student-Friendly Learning Targets

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page 2 of 2

Group Activity

- English: 11-12; Craft and Structure LSS P53; P98;RL.11-12.5
- Math: Geometry: LSS P50; Guide: P217 GM.G-GMD.A.1
- Science: Biology: Crosscutting Concept: HS-LS1-1: LSS P1; Guide P306
- Reading: Language Standards – Vocabulary Acquisition and Use LSS P57; Guide P113

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Share Time with content groups

Unpacking My Standards

The Standard:

MAFS.3.MD.1.1Tell and write time to the nearest minute and measure time intervals in minutes. Solve word problems involving addition and subtraction of time intervals in minutes, e.g., by representing the problem on a number line diagram.

Verbs: (Action Words	Other Important Words:
Tell, write, measure, solve, representing	Time to nearest minute, intervals, number line diagram

Brain Dump: What do you already know about this standard?

I know the two hands of the clock represent and I know a clock counts by 5s on the numbers.

Student Unpacking

What will I be learning?	Why am I learning this?
How to tell time, solve problems and use a number line	So that I can be on time and to figure out how much time I have before the next activity.

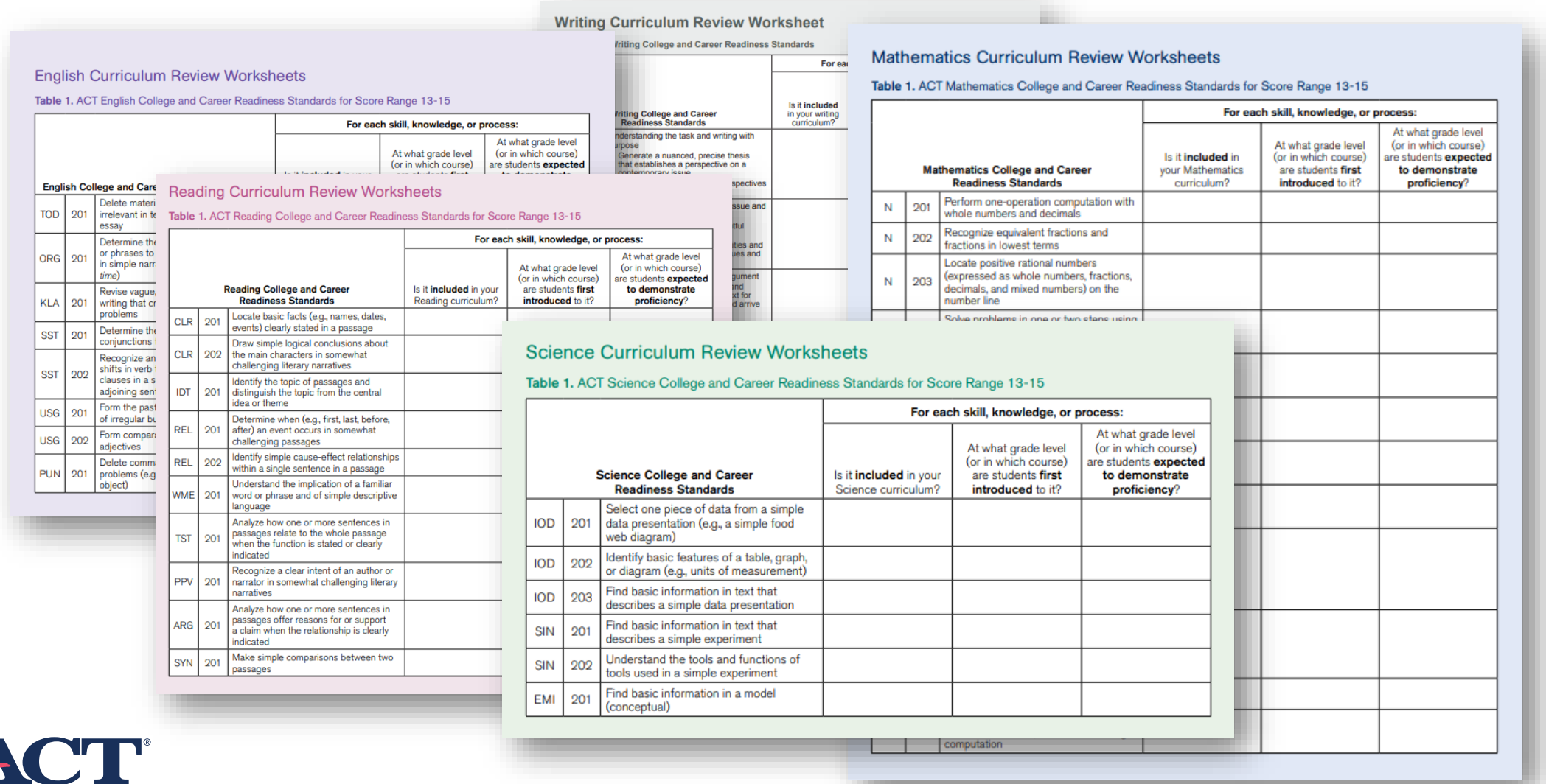
How will I know I've learned this?

When I can read a clock using hours and minutes and show my thinking on a number line.

Curriculum Audit

Are we teaching the standards/skills that students are being assessed on?

Curriculum Review Worksheets



English Curriculum Review Worksheets

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

English College and Career Readiness Standards			For each skill, knowledge, or process:	
			Is it **included** in your English curriculum?	At what grade level (or in which course) are students **expected to demonstrate proficiency**?
TOD	201	Delete material irrelevant in the essay		
ORG	201	Determine the or phrases to in simple narr *time*)		
KLA	201	Revise vague, writing that cr problems		
SST	201	Determine the conjunctions		
SST	202	Recognize an shifts in verb clauses in a s adjoining sen		
USG	201	Form the past of irregular bu		
USG	202	Form compar adjectives		
PUN	201	Delete comm problems (e.g object)		

Writing Curriculum Review Worksheet

Writing College and Career Readiness Standards

Writing College and Career Readiness Standards	For ea
	Is it **included** in your writing curriculum?
nderstanding the task and writing with urpose	
Generate a nuanced, precise thesis that establishes a perspective on a ontemporary issue	

Reading Curriculum Review Worksheets

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

Reading College and Career Readiness Standards			For each skill, knowledge, or process:		
			Is it **included** in your Reading curriculum?	At what grade level (or in which course) are students **first introduced** to it?	At what grade level (or in which course) are students **expected to demonstrate proficiency**?
CLR	201	Locate basic facts (e.g., names, dates, events) clearly stated in a passage			
CLR	202	Draw simple logical conclusions about the main characters in somewhat challenging literary narratives			
IDT	201	Identify the topic of passages and distinguish the topic from the central idea or theme			
REL	201	Determine when (e.g., first, last, before, after) an event occurs in somewhat challenging passages			
REL	202	Identify simple cause-effect relationships within a single sentence in a passage			
WME	201	Understand the implication of a familiar word or phrase and of simple descriptive language			
TST	201	Analyze how one or more sentences in passages relate to the whole passage when the function is stated or clearly indicated			
PPV	201	Recognize a clear intent of an author or narrator in somewhat challenging literary narratives			
ARG	201	Analyze how one or more sentences in passages offer reasons for or support a claim when the relationship is clearly indicated			
SYN	201	Make simple comparisons between two passages			

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 **included** in your Mathematics curriculum?	At what grade level (or in which course) are students **first introduced** to it?	At what grade level (or in which course) are students **expected to demonstrate proficiency**?
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			
		Solve problems in one or two steps using			
		computation			

Science Curriculum Review Worksheets

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

Science College and Career Readiness Standards			For each skill, knowledge, or process:		
			Is it **included** in your Science curriculum?	At what grade level (or in which course) are students **first introduced** to it?	At what grade level (or in which course) are students **expected to demonstrate proficiency**?
IOD	201	Select one piece of data from a simple data presentation (e.g., a simple food web diagram)			
IOD	202	Identify basic features of a table, graph, or diagram (e.g., units of measurement)			
IOD	203	Find basic information in text that describes a simple data presentation			
SIN	201	Find basic information in text that describes a simple experiment			
SIN	202	Understand the tools and functions of tools used in a simple experiment			
EMI	201	Find basic information in a model (conceptual)			

ACT®

Curriculum Review Worksheets

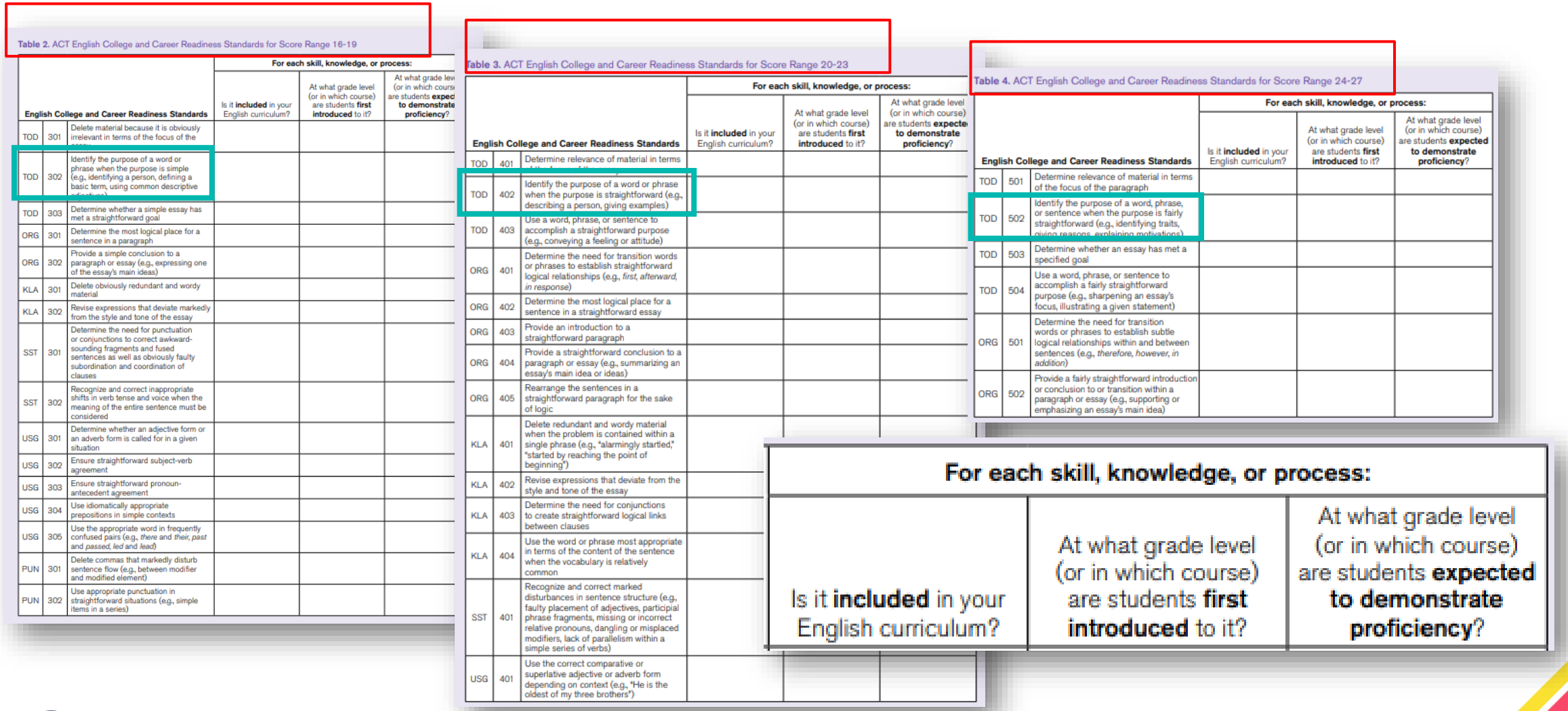


Table 2. ACT English College and Career Readiness Standards for Score Range 16-19

English College and Career Readiness Standards			For each skill, knowledge, or process:		
			Is it **included** in your English curriculum?	At what grade level (or in which course) are students **first introduced** to it?	At what grade level (or in which course) are students **expected to demonstrate proficiency**?
TOD	301	Delete material because it is obviously irrelevant in terms of the focus of the			
TOD	302	Identify the purpose of a word or phrase when the purpose is simple (e.g., identifying a person, defining a basic term, using common descriptive adjectives)			
TOD	303	Determine whether a simple essay has met a straightforward goal			
ORG	301	Determine the most logical place for a sentence in a paragraph			
ORG	302	Provide a simple conclusion to a paragraph or essay (e.g., expressing one of the essay's main ideas)			
KLA	301	Delete obviously redundant and wordy material			
KLA	302	Revise expressions that deviate markedly from the style and tone of the essay			
SST	301	Determine the need for punctuation or conjunctions to correct awkward-sounding fragments and fused sentences as well as obviously faulty subordination and coordination of clauses			
SST	302	Recognize and correct inappropriate shifts in verb tense and voice when the meaning of the entire sentence must be considered			
USG	301	Determine whether an adjective form or an adverb form is called for in a given situation			
USG	302	Ensure straightforward subject-verb agreement			
USG	303	Ensure straightforward pronoun-antecedent agreement			
USG	304	Use idiomatically appropriate prepositions in simple contexts			
USG	305	Use the appropriate word in frequently confused pairs (e.g., *there* and *their*, *past* and *passed*, *led* and *lead*)			
PUN	301	Delete commas that markedly disturb sentence flow (e.g., between modifier and modified element)			
PUN	302	Use appropriate punctuation in straightforward situations (e.g., simple items in a series)			

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

English College and Career Readiness Standards			For each skill, knowledge, or process:		
			Is it **included** in your English curriculum?	At what grade level (or in which course) are students **first introduced** to it?	At what grade level (or in which course) are students **expected to demonstrate proficiency**?
TOD	401	Determine relevance of material in terms			
TOD	402	Identify the purpose of a word or phrase when the purpose is straightforward (e.g., describing a person, giving examples)			
TOD	403	Use a word, phrase, or sentence to accomplish a straightforward purpose (e.g., conveying a feeling or attitude)			
ORG	401	Determine the need for transition words or phrases to establish straightforward logical relationships (e.g., *first*, *afterward*, *in response*)			
ORG	402	Determine the most logical place for a sentence in a straightforward essay			
ORG	403	Provide an introduction to a straightforward paragraph			
ORG	404	Provide a straightforward conclusion to a paragraph or essay (e.g., summarizing an essay's main idea or ideas)			
ORG	405	Rearrange the sentences in a straightforward paragraph for the sake of logic			
KLA	401	Delete redundant and wordy material when the problem is contained within a single phrase (e.g., "alarmingly startled," "started by reaching the point of beginning")			
KLA	402	Revise expressions that deviate from the style and tone of the essay			
KLA	403	Determine the need for conjunctions to create straightforward logical links between clauses			
KLA	404	Use the word or phrase most appropriate in terms of the content of the sentence when the vocabulary is relatively common			
SST	401	Recognize and correct marked disturbances in sentence structure (e.g., faulty placement of adjectives, participial phrase fragments, missing or incorrect relative pronouns, dangling or misplaced modifiers, lack of parallelism within a simple series of verbs)			
USG	401	Use the correct comparative or superlative adjective or adverb form depending on context (e.g., "He is the oldest of my three brothers")			

Table 4. ACT English College and Career Readiness Standards for Score Range 24-27

English College and Career Readiness Standards			For each skill, knowledge, or process:		
			Is it **included** in your English curriculum?	At what grade level (or in which course) are students **first introduced** to it?	At what grade level (or in which course) are students **expected to demonstrate proficiency**?
TOD	501	Determine relevance of material in terms of the focus of the paragraph			
TOD	502	Identify the purpose of a word, phrase, or sentence when the purpose is fairly straightforward (e.g., identifying traits, giving reasons, explaining motivations)			
TOD	503	Determine whether an essay has met a specified goal			
TOD	504	Use a word, phrase, or sentence to accomplish a fairly straightforward purpose (e.g., sharpening an essay's focus, illustrating a given statement)			
ORG	501	Determine the need for transition words or phrases to establish subtle logical relationships within and between sentences (e.g., *therefore*, *however*, *in addition*)			
ORG	502	Provide a fairly straightforward introduction or conclusion to or transition within a paragraph or essay (e.g., supporting or emphasizing an essay's main idea)			

For each skill, knowledge, or process:		
Is it **included** in your English curriculum?	At what grade level (or in which course) are students **first introduced** to it?	At what grade level (or in which course) are students **expected to demonstrate proficiency**?

Science

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

Score Range 1 to 12

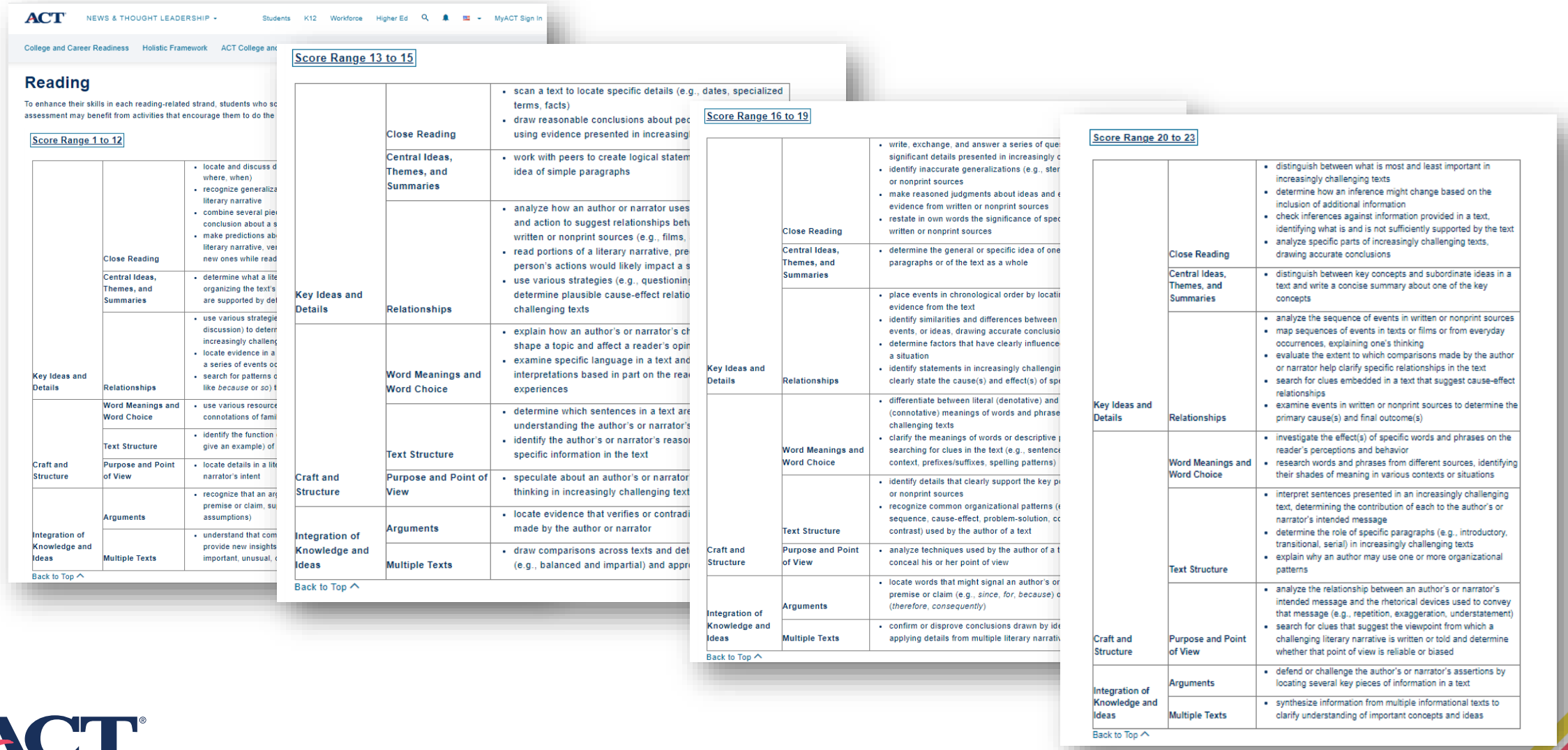
Score Range 13 to 15

Score Range 16 to 19

Score Range 20 to 23

Ideas for Progress

Ideas for Progress



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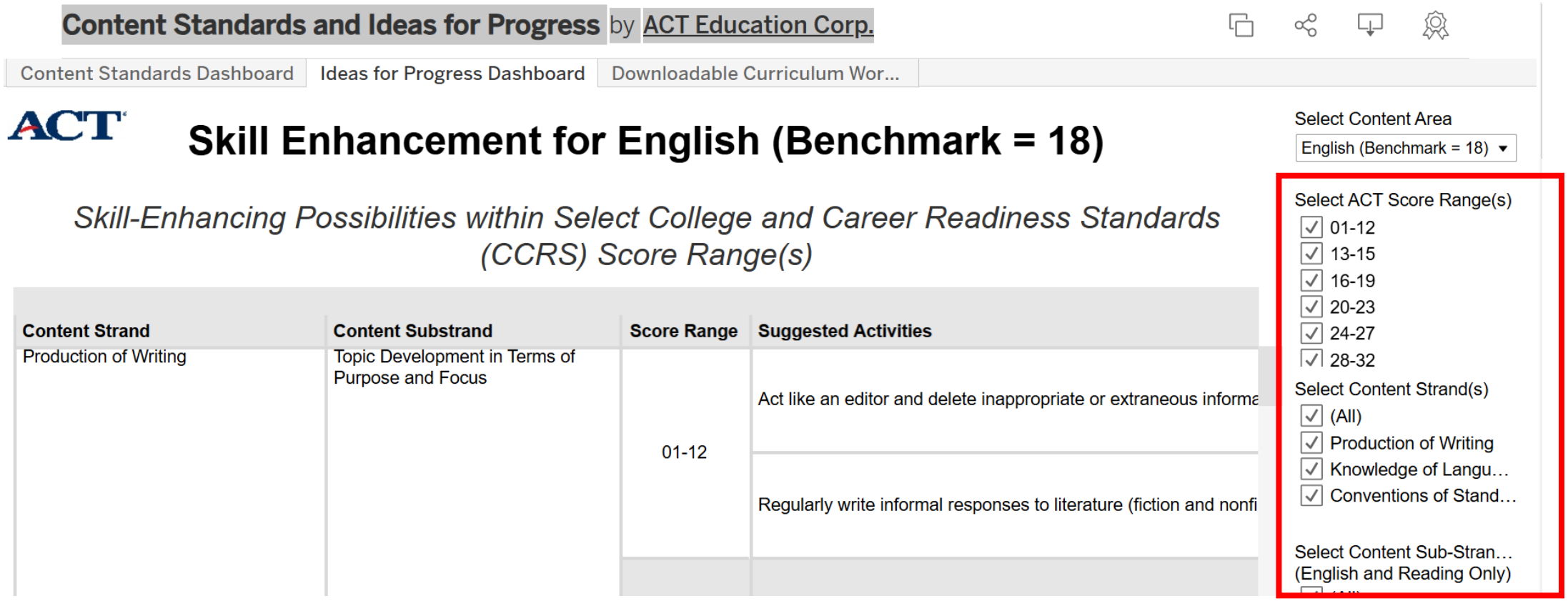
Ideas for Progress Dashboard



***Change the range, content, sub strand to your needs**

[ACT College and Career Readiness Standards and Ideas for Progress Online]

Suggested Activities for Score Range

Skill Enhancement for English (Benchmark = 18)

Skill-Enhancing Possibilities within Select College and Career Readiness Standards (CCRS) Score Range(s)

Content Strand	Content Substrand	Score Range	Suggested Activities
Knowledge of Language	Knowledge of Language	20-23	Continue developing the ability to edit sentences for vague languag
			Learn new words and phrases by reading the work of varied writers
			Read drafts aloud to discover words and phrases that deviate in su

Select Content Area
English (Benchmark = 18)

Select ACT Score Range(
- 01-12
- 13-15
- 16-19
- 20-23
- 24-27
- 28-32

Select Content Strand(s)
- (All)
- Production of Writing
- Knowledge of Langu…
- Conventions of Stand…

Select Content Sub-Stran… (English and Reading Only)
- (All)
- Knowledge of Langu…

How can this tool be used by teachers?

How can this be used by students?

Partner Talk

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Figure 2.2. English Reporting Categories

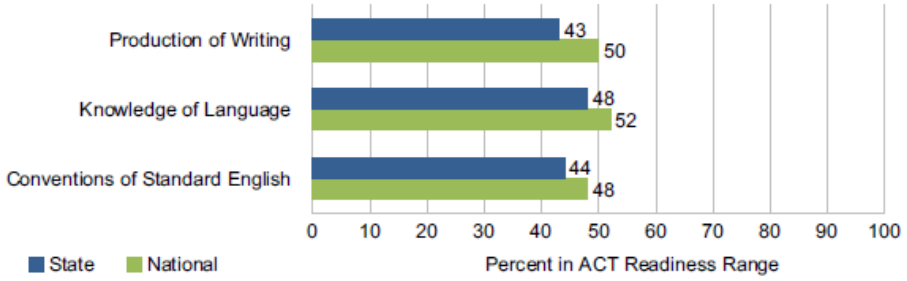


Figure 2.3. Math Reporting Categories

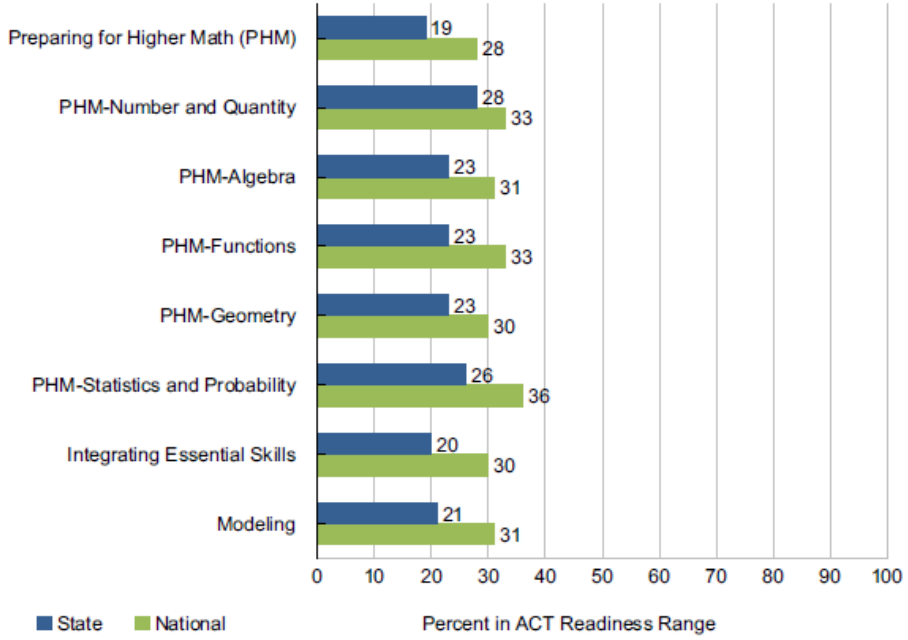


Figure 2.4. Reading Reporting Categories

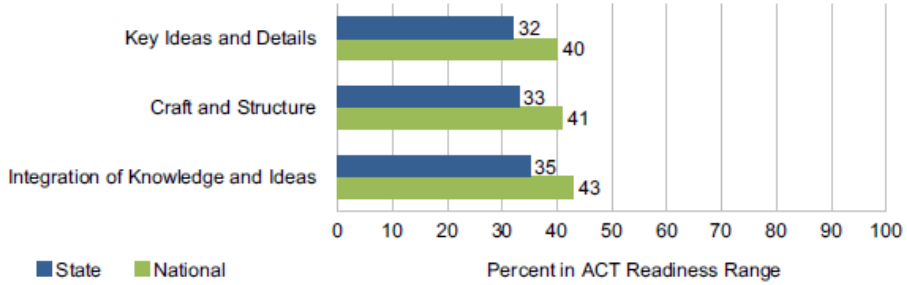
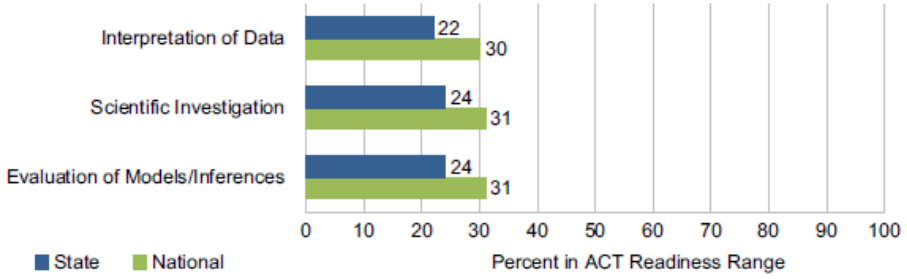


Figure 2.5. Science Reporting Categories



The charts on this page show the percent of students whose reporting category scores fall within associated ACT Readiness Ranges. ACT Readiness Ranges reflect where a student who has met a particular subject area's ACT College Readiness Benchmark would typically perform within the associated reporting category.

ACT PROFILE REPORT - State: SECTION III, COLLEGE AND CAREER READINESS & THE IMPACT OF COURSE RIGOR
Graduating Class 2024

Total Students in Report: 52,932

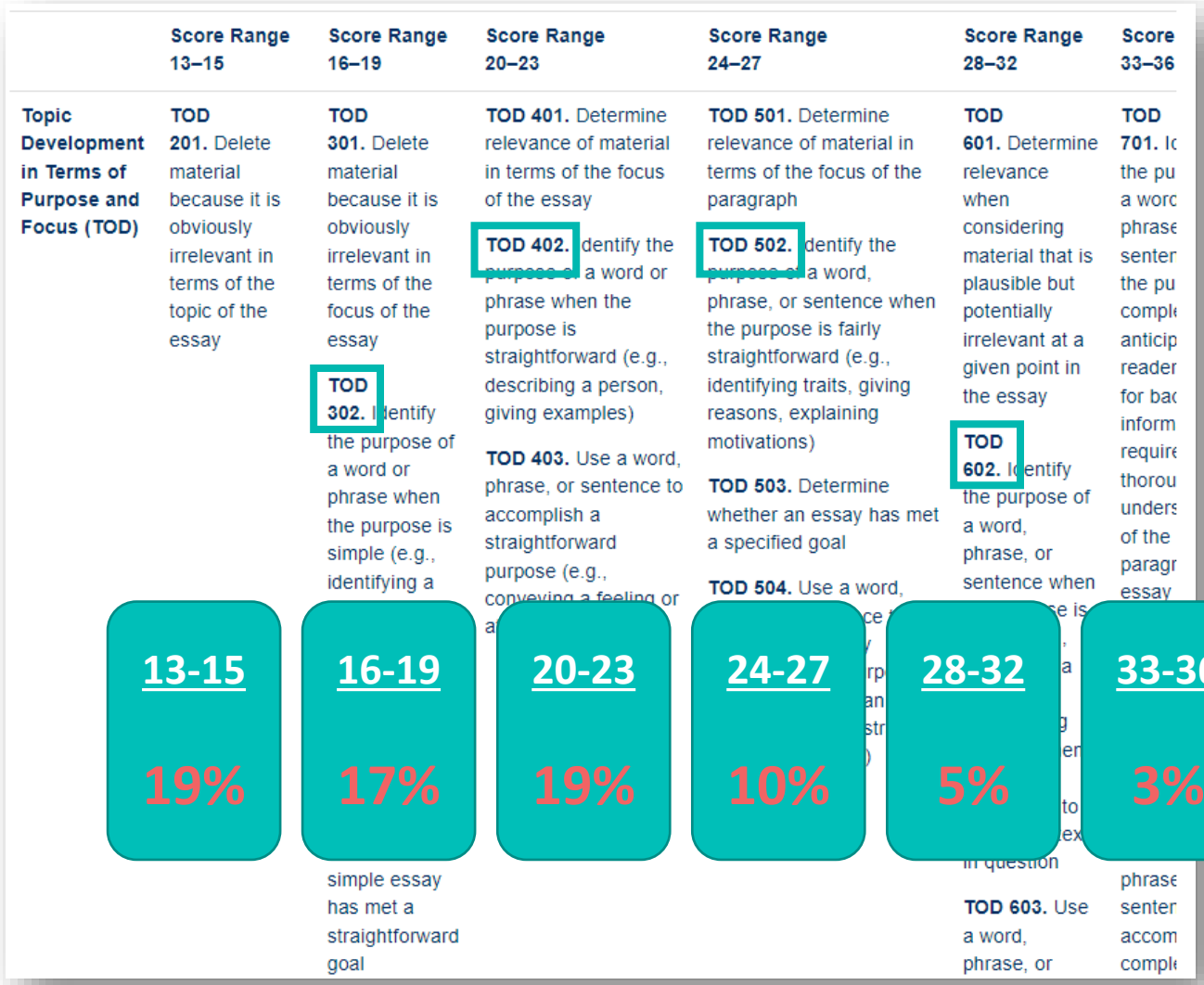
Table 3.1. Percent of Students in College and Career Readiness Standards (CCRS) Score Ranges

Student Group	CCRS Range	English		Mathematics		Reading		Science	
		N	%	N	%	N	%	N	%
State	33 to 36	1,834	3	561	1	1,980	4	836	2
	28 to 32	2,872	5	1,627	3	4,058	8	1,791	3
	24 to 27	5,351	10	5,223	10	5,469	10	5,801	11
	20 to 23	10,074	19	6,058	11	10,695	20	12,154	23
	16 to 19	9,167	17	17,148	32	10,110	19	15,818	30
	13 to 15	10,081	19	17,814	34	10,129	19	11,174	21
	01 to 12	13,553	26	4,501	9	10,491	20	5,358	10
National	33 to 36	75,425	5	34,759	3	97,010	7	42,939	3
	28 to 32	89,853	7	85,786	6	141,028	10	85,594	6
	24 to 27	155,350	11	189,816	14	158,795	12	195,324	14
	20 to 23	267,791	19	184,686	13	287,844	21	318,865	23
	16 to 19	238,751	17	436,400	32	246,861	18	363,522	26
	13 to 15	243,837	18	375,092	27	228,774	17	232,622	17
	01 to 12	303,784	22	68,252	5	214,479	16	135,925	10

ACT College & Career Readiness Standards - English

ACT Benchmark = 18

% Met Benchmark = 46%



	Score Range 13–15	Score Range 16–19	Score Range 20–23	Score Range 24–27	Score Range 28–32	Score 33–36
Topic Development in Terms of Purpose and Focus (TOD)	**TOD 201.** Delete material because it is obviously irrelevant in terms of the topic of the essay	**TOD 301.** Delete material because it is obviously irrelevant in terms of the focus of the essay **TOD 302.** Identify the purpose of a word or phrase when the purpose is simple (e.g., identifying a simple essay has met a straightforward goal	**TOD 401.** Determine relevance of material in terms of the focus of the essay **TOD 402.** Identify the purpose of a word or phrase when the purpose is straightforward (e.g., describing a person, giving examples) **TOD 403.** Use a word, phrase, or sentence to accomplish a straightforward purpose (e.g., conveying a feeling or a	**TOD 501.** Determine relevance of material in terms of the focus of the paragraph **TOD 502.** Identify the purpose of a word, phrase, or sentence when the purpose is fairly straightforward (e.g., identifying traits, giving reasons, explaining motivations) **TOD 503.** Determine whether an essay has met a specified goal **TOD 504.** Use a word,	**TOD 601.** Determine relevance when considering material that is plausible but potentially irrelevant at a given point in the essay **TOD 602.** Identify the purpose of a word, phrase, or sentence when in question **TOD 603.** Use a word, phrase, or	**TOD 701.** Ic the pu a worc phrase senter the pu comple anticip reader for bac inform require thorou unders of the paragr essay phrase senter accom comple

13-15	16-19	20-23	24-27	28-32	33-36
19%	17%	19%	10%	5%	3%

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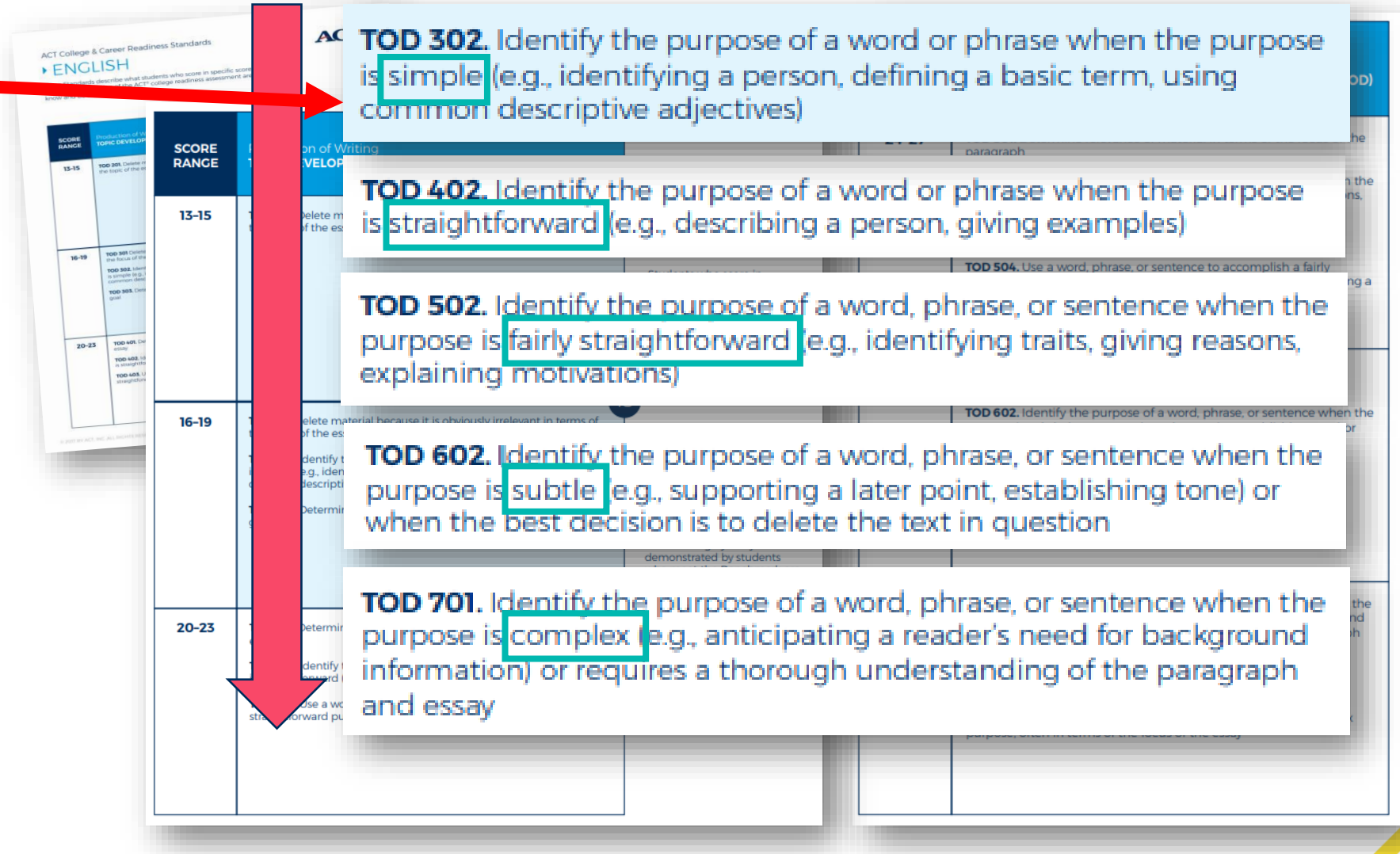
ACT College & Career Readiness Standards - English

ACT Benchmark = 18

% Met Benchmark = 46%



16-19

20-23

24-27

28-32

33-36

Ideas for Progress

Topic Developmer in Terms of Purpo and Focus	• read first and final drafts of student essays and discuss what was added or deleted to improve the focus • determine the purpose of a word or phrase in model essays
Topic Development in Terms of Purpose us	• mark up drafts to show which sentences in a paragraph provide specific supporting detail for or elaborate on the focus of the paragraph • explain why the writer of a story used particular words to describe a character or setting
Topic Development in Terms of Purpose and Focus	• develop awareness of ways that form and content can be changed as the audience for the writing changes • revise drafts so that loosely related material is either deleted or repositioned to a more relevant position • read well-written sentences closely to determine the purpose of a word or phrase when the purpose is subtle; imitate the writers' sentences in own writing • learn how meaning can be expressed through connotation

TOD 302. Identify the purpose of a word or phrase when the purpose is simple (e.g., identifying a person, defining a basic term, using common descriptive adjectives)

TOD 402. Identify the purpose of a word or phrase when the purpose is straightforward (e.g., describing a person, giving examples)

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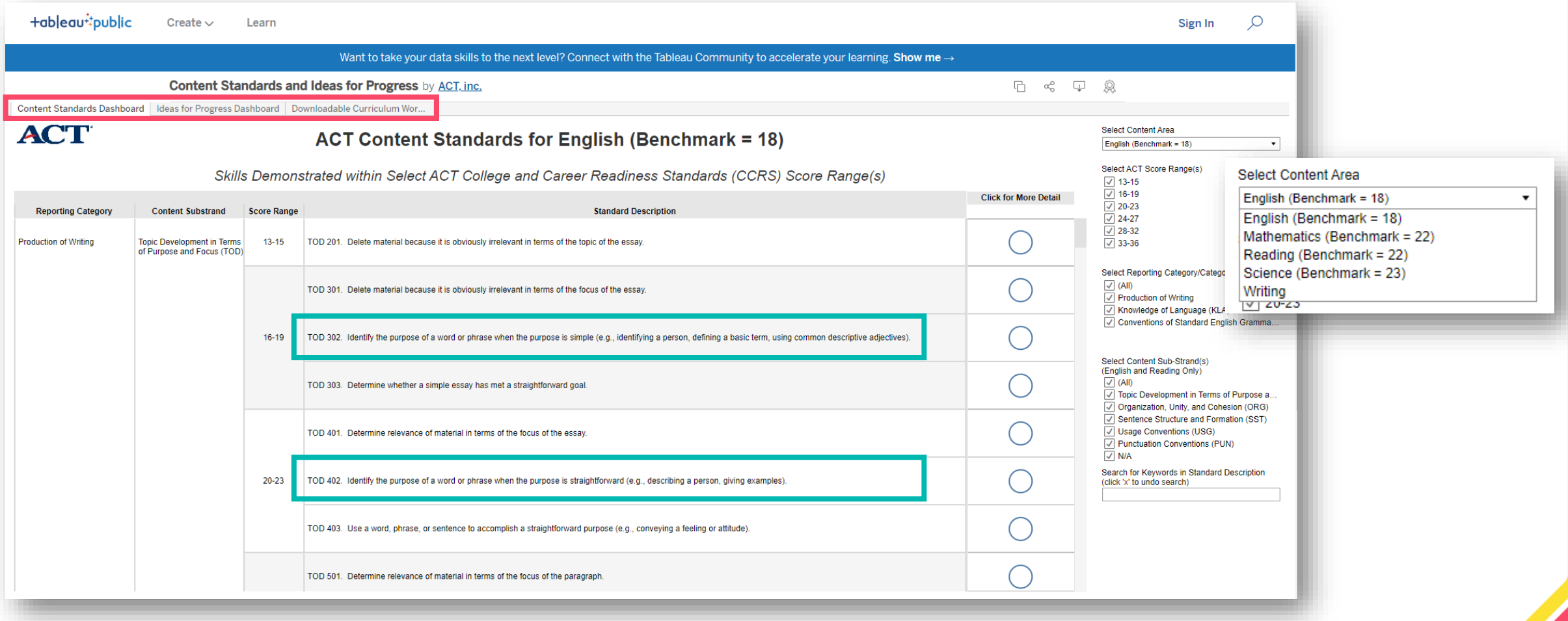
Curriculum Review Dashboard



https://public.tableau.com/app/profile/act2044/viz/ContentStandardsandIdeasforProgress/ContentStandardsDashboard?publish=yes

Curriculum Worksheet Activity

- **Use the Curriculum Review Worksheets to do a quick review to see how many of the ACT standards do you think are covered during their high school years on your campus.**

- **Take a look at the Ideas for Progress Dashboard**

Topic Development in Terms of Purpose and Focus (TOD)

Organization, Unity, and Cohesion (ORG)

Knowledge of Language (KLA)

Sentence Structure and Formation (SST)

Usage Conventions (USG)

Punctuation Conventions (PUN)

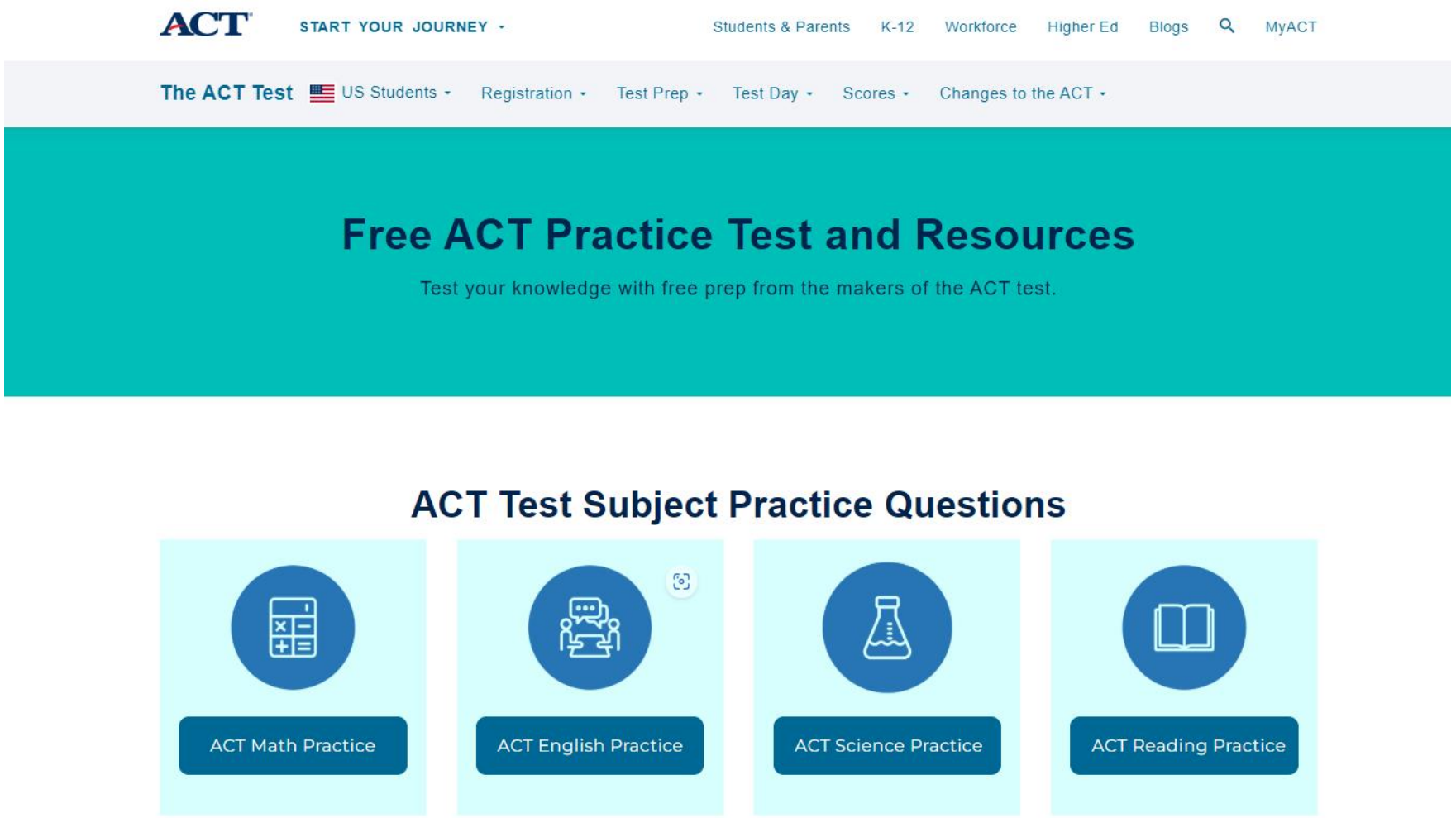
Table 3. ACT English College and Career Readiness Standards for Score Range 20-23

English College and Career Readiness Standards			For each skill, knowledge, or process:		
			Is it **included** in your English curriculum?	At what grade level (or in which course) are students **first introduced** to it?	At what grade level (or in which course) are students **expected to demonstrate proficiency**?
TOD	401	Determine relevance of material in terms of the focus of the essay			
TOD	402	Identify the purpose of a word or phrase when the purpose is straightforward (e.g., describing a person, giving examples)			
TOD	403	Use a word, phrase, or sentence to accomplish a straightforward purpose (e.g., conveying a feeling or attitude)			
ORG	401	Determine the need for transition words or phrases to establish straightforward logical relationships (e.g., *first*, *afterward*, *in response*)			
ORG	402	Determine the most logical place for a sentence in a straightforward essay			
ORG	403	Provide an introduction to a straightforward paragraph			
ORG	404	Provide a straightforward conclusion to a paragraph or essay (e.g., summarizing an essay's main idea or ideas)			
ORG	405	Rearrange the sentences in a straightforward paragraph for the sake of logic			
		Delete redundant and wordy material when the problem is contained within a			

Share Time

- **Complete the questions on the poster paper**
- **Choose a spokesperson**
- **Share out on last rotation**

ACT Practice Test and Resources



Additional Resources:

https://counselorblog.act.org/new-free-act-practice-materials-for-counselors

ACT® Online Prep
Powered by MasteryPrep®

Aligned to Louisiana Student Standards

Elevate Scores, Build Confidence

Just one point on a student's ACT Composite score can boost college admission and scholarship awards. While students' coursework lays the foundation, ACT Online Prep (AOP), Powered by MasteryPrep elevates scores and builds confidence by providing engaging personalized practice tailored for each student's needs. With in-classroom access to the official ACT test questions and learning tools, AOP helps students feel prepared, comfortable, and ready to succeed on test day — even as the ACT evolves.

New Platform, Additional Benefits

- **Alignment to ACT College and Career Readiness Standards**
- **Practice Testing and Analysis** Offer Skill Metrics, Performance Insights, and Personalized Recommendations
- **40 Hours of Online Course Material** with Interactive Microvideos and Contextual Learning Paths
- **Daily Bell Ringers** With Five-Minute Warmup Exercises to Reinforce Essential Skills
- **Enhanced Reporting Tools** Make it Easier to Track Student Progress

ACT Online Prep

ACT®

Proven Results

Research shows that students enrolled in ACT Online Prep see increases in their average ACT Composite scores—translating to greater college admission opportunities and more scholarship awards.

Building on the Foundation:

The Evolution of ACT Online Prep, Powered by MasteryPrep

NEW: In-Platform Standards Alignment
See alignment to ACT College and Career Readiness Standards and many state standards.

IMPROVED: Hints and Feedback
Tailored hints and answer feedback gently prompt students toward the right direction to keep them on track and help them avoid making the same mistakes in the future.

NEW: Equitable Access
Students can access an online course on any major browser, on any device, with no downloads required.

NEW: Video Lessons
Microvideos create a captivating and intuitive learning experience.

IMPROVED: Diagnostic Assessment Creates Personalized Learning Paths
Learning plan is automatically created based on diagnostic results or customized by teachers.

NEW: Alignment to the Enhanced ACT
Diagnostic and practice tests reflect the content on the enhanced ACT.

IMPROVED: Administrator Dashboards
Views for usage, progress, content, and standards, allow teachers and school leaders to monitor student progress at individual, class, school, and district levels in real-time.

ACT®

Supporting Teacher Learning

ACT®

ACT Instructional Mastery - What is it?

- ACT Instructional Mastery (AIM) is an extensive training program designed for schools and districts seeking professional development for educators.
- 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.
- Course offerings are available onsite or online for educators. Per Participant Vouchers available.
- Two day training

AIM - What are the benefits?

- **Participants gain a better understanding of the ACT test and learn evidence-based ways to improve instruction of ACT preparation.**
- **AIM helps participants provide quality ACT test preparation for all students, including those who are unable to pay for private tutors.**
- **Learners will be exposed to teaching strategies that advance students' abilities to successfully master the core skills needed for college success.**
- **Schools and districts that currently out-source test prep programs can bring them in-house for significant savings potential.**
- **AIM builds knowledge and confidence levels in teachers.**

July Daytime Session			
Date	Session	Time	Registration Deadline
July 28-29	English	9:00 a.m. - 3:30 p.m.	Friday, July 11, 2025
July 28-29	Math	8:00 a.m. - 3:30 p.m.	Friday, July 11, 2025
July 30-31	Reading	9:00 a.m. - 3:30 p.m.	Monday, July 14, 2025
July 30-31	Science	9:00 a.m. - 3:30 p.m.	Monday, July 14, 2025
September Daytime Sessions			
Date	Session	Time	Registration Deadline
September 15-16	English	9:00 a.m. - 3:30 p.m.	Friday, August 29, 2025
September 15-16	Math	8:00 a.m. - 3:30 p.m.	Friday, August 29, 2025
September 17-18	Reading	9:00 a.m. - 3:30 p.m.	Monday, September 1, 2025
September 17-18	Science	9:00 a.m. - 3:30 p.m.	Monday, September 1, 2025
November Daytime Sessions			
Date	Session	Time	Registration Deadline
November 3-4	English	9:00 a.m. - 3:30 p.m.	Friday, October 17, 2025
November 3-4	Math	8:00 a.m. - 3:30 p.m.	Friday, October 17, 2025
November 5-6	Reading	9:00 a.m. - 3:30 p.m.	Monday, October 20, 2025
November 5-6	Science	9:00 a.m. - 3:30 p.m.	Monday, October 20, 2025
November 10-11	Writing	9:00 a.m. - 3:30 p.m.	Friday, October 24, 2025

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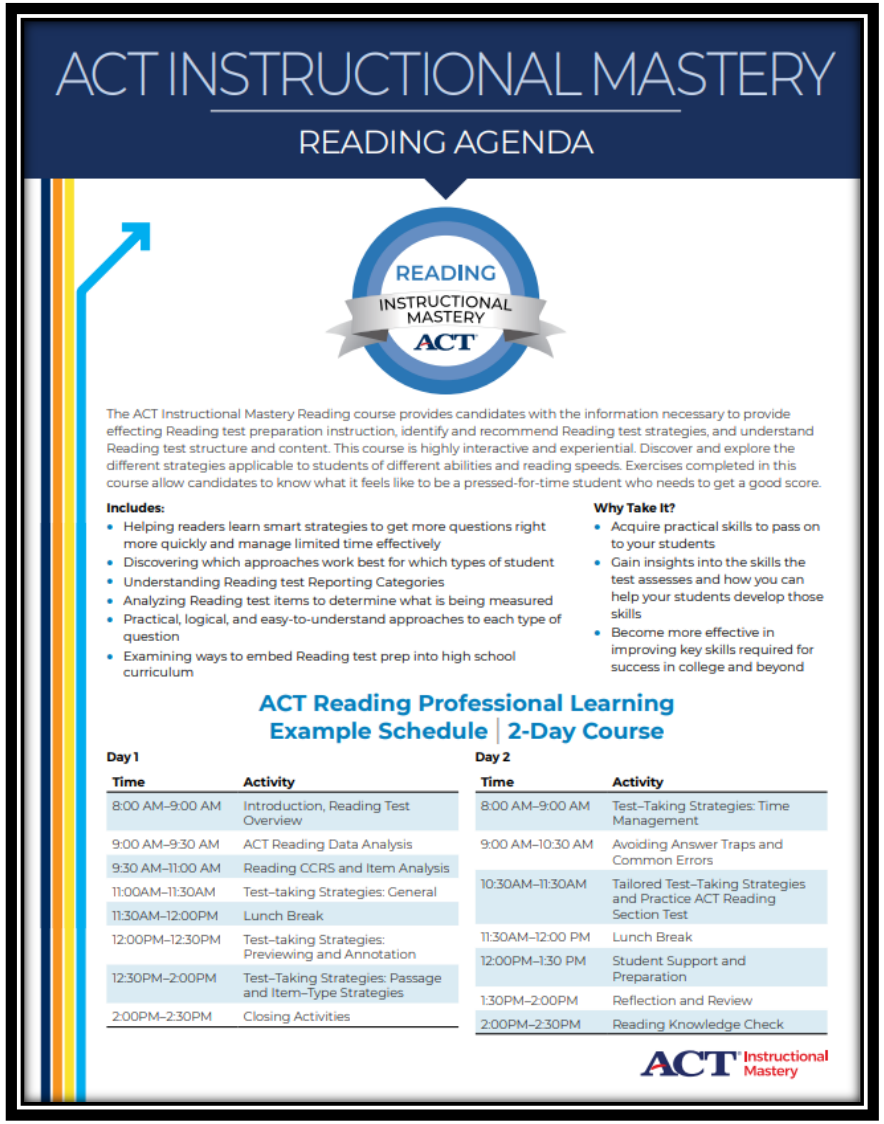
Provide Strategic Support for Educators



ACT INSTRUCTIONAL MASTERY

READING AGENDA

READING INSTRUCTIONAL MASTERY ACT

The ACT Instructional Mastery Reading course provides candidates with the information necessary to provide effecting Reading test preparation instruction, identify and recommend Reading test strategies, and understand Reading test structure and content. This course is highly interactive and experiential. Discover and explore the different strategies applicable to students of different abilities and reading speeds. Exercises completed in this course allow candidates to know what it feels like to be a pressed-for-time student who needs to get a good score.

Includes:

- Helping readers learn smart strategies to get more questions right more quickly and manage limited time effectively
- Discovering which approaches work best for which types of student
- Understanding Reading test Reporting Categories
- Analyzing Reading test items to determine what is being measured
- Practical, logical, and easy-to-understand approaches to each type of question
- Examining ways to embed Reading test prep into high school curriculum

Why Take It?

- Acquire practical skills to pass on to your students
- Gain insights into the skills the test assesses and how you can help your students develop those skills
- Become more effective in improving key skills required for success in college and beyond

ACT Reading Professional Learning Example Schedule | 2-Day Course

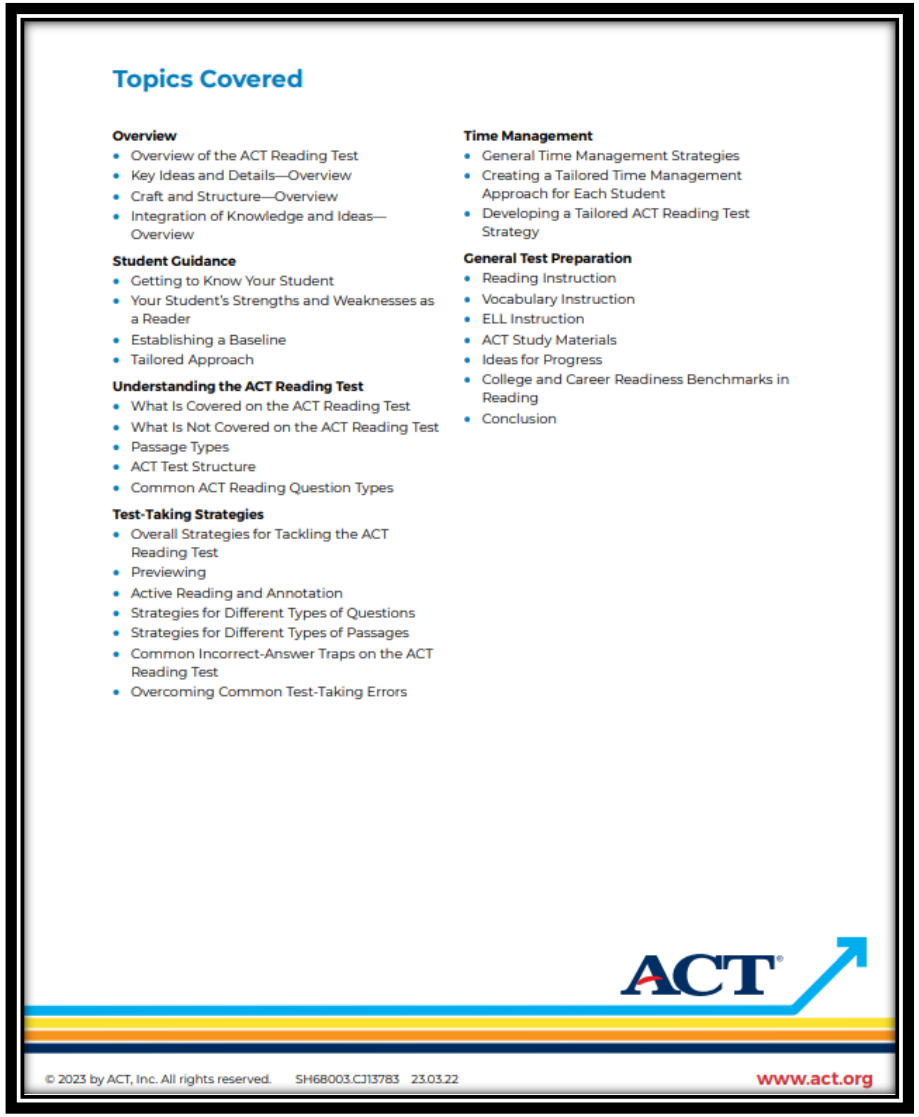
Day 1

Time	Activity
8:00 AM–9:00 AM	Introduction, Reading Test Overview
9:00 AM–9:30 AM	ACT Reading Data Analysis
9:30 AM–11:00 AM	Reading CCRS and Item Analysis
11:00AM–11:30AM	Test-taking Strategies: General
11:30AM–12:00PM	Lunch Break
12:00PM–12:30PM	Test-taking Strategies: Previewing and Annotation
12:30PM–2:00PM	Test-Taking Strategies: Passage and Item-Type Strategies
2:00PM–2:30PM	Closing Activities

Day 2

Time	Activity
8:00 AM–9:00 AM	Test-Taking Strategies: Time Management
9:00 AM–10:30 AM	Avoiding Answer Traps and Common Errors
10:30AM–11:30AM	Tailored Test-Taking Strategies and Practice ACT Reading Section Test
11:30AM–12:00 PM	Lunch Break
12:00PM–1:30 PM	Student Support and Preparation
1:30PM–2:00PM	Reflection and Review
2:00PM–2:30PM	Reading Knowledge Check

ACT Instructional Mastery



Topics Covered

Overview

- Overview of the ACT Reading Test
- Key Ideas and Details—Overview
- Craft and Structure—Overview
- Integration of Knowledge and Ideas—Overview

Student Guidance

- Getting to Know Your Student
- Your Student's Strengths and Weaknesses as a Reader
- Establishing a Baseline
- Tailored Approach

Understanding the ACT Reading Test

- What Is Covered on the ACT Reading Test
- What Is Not Covered on the ACT Reading Test
- Passage Types
- ACT Test Structure
- Common ACT Reading Question Types

Test-Taking Strategies

- Overall Strategies for Tackling the ACT Reading Test
- Previewing
- Active Reading and Annotation
- Strategies for Different Types of Questions
- Strategies for Different Types of Passages
- Common Incorrect-Answer Traps on the ACT Reading Test
- Overcoming Common Test-Taking Errors

Time Management

- General Time Management Strategies
- Creating a Tailored Time Management Approach for Each Student
- Developing a Tailored ACT Reading Test Strategy

General Test Preparation

- Reading Instruction
- Vocabulary Instruction
- ELL Instruction
- ACT Study Materials
- Ideas for Progress
- College and Career Readiness Benchmarks in Reading
- Conclusion

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AIM Participants Speak

95% of more than 500 participants say, "Yes, I would recommend this workshop to other educators!"

"It was much more engaging and interactive than I expected, so I retained a lot of what was said and reviewed."

"I liked when it discussed the mistakes and how to avoid them."

"Good mix of whole group, small group, individual activities."

"I did not realize how much I did not know about the English section of the test."

"It brought the test to life instead of just pages of script. Collaboration was very beneficial as the test was analyzed."

"I actually altered what I left for my sub this morning based on what I learned yesterday about the types of grammar concepts."

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Instructional Actions

Tool to Use:	Action:
ACT College & Career Readiness Standards Louisiana ACT Alignment Guide	Align Standards to LA Standards & Instructional Practice
ACT College & Career Readiness Benchmarks	Predict Success in 1st-Year College Courses
ACT Expanded Benchmarks	Predict Success in Specialized College Courses
Ideas for Progress and AOP	Identify Next Instructional Actions
Curriculum Review Worksheets	Evaluate Resources & Identify Gaps
Curriculum Review Tableau Dashboard	Utilize a Digital Tool to Inform Instruction
Unpacking Standard Protocol	Alignment of Standards
ACT Assessment Overview	Examine Test Specs & Reporting Categories
ACT Instructional Mastery (AIM)	Provide PD for Educators w/ Digital Credentialing

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Upcoming College and Career Readiness Workshops

- September 16 – Baton Rouge – Board of Regents
- September 18 – New Orleans – Delgado Community College
- September 23 – Alexandria – Central LA Technical Community
- September 24 – Ruston – Lincoln Parish Library
- September 25 – Lafayette – University of Louisiana at Lafayette

CCRW Registration

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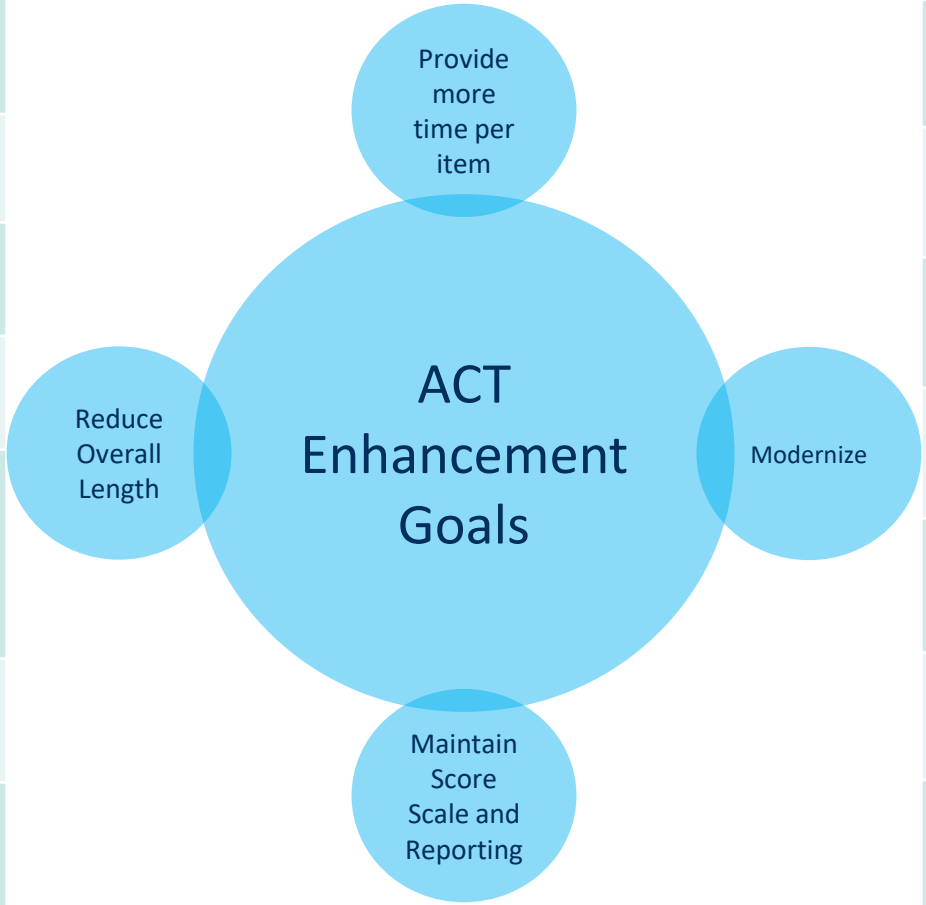
Enhancing the ACT

ACT Current State		
English	75 items	45 min
Math	60 items	60 min
Reading	40 items	35 min
Science	40 items	35 min
5th Test* (Field Test)	12-28 items	20 min
Writing	1 item	40 min
	National -with Writing State & District -with Writing	195 min 235 min 175 min 215 min

* State & District students do not receive 5th test



ACT Enhanced State		
English	50 items (10 Field Test)	35 min
Math	45 items (4 Field Test)	50 min
Reading	36 items (9 Field Test)	40 min
Science	40 items (6 Field Test)	40 min
5th Test	Eliminated for all	
Writing	1 item	40 min
Scores Received	Composite	125 min
	-with Science or Writing	165 min
	-with Science and Writing	205 min

Total items include the field test (below in parenthesis)
Study results may result in adjustment to times

Key Enhancements:

(Final determination of changes will be made after summer linking and fall dual mode studies)

Change	Description
More time per item	• Average of ~10 sec per item (varies among subjects).
Testing time reduced	• Composite score received after 125 minutes, rather than 195 or 175 minutes. • For students taking all 4 current core subjects, ~30 minutes shorter for national testing. • For students taking all 4 current core subjects, ~10 minutes shorter for state/district testing.
Fewer items per section	• ~44 items shorter in total (across English, math and reading). • Minimized impact to reporting categories.
Eliminate the 5th Test for National test takers	• Aligns testing experience for state/district and national testers – creating a more inclusive research sample when testing new items (prior EFTs were only in National). • Test new items in real-world circumstances, not in isolated section. • More field test items each year. • Over time, will enable faster score reporting.
Learners can choose to take with or without science section (as writing is today)	• English, math, and reading sections taken by all students will generate a Composite score. • When a student chooses to take science, it will appear as a section score and be used to calculate the STEM score (science + math) but will not be used to calculate the Composite (same as writing today). • States/districts can choose to offer science and/or writing.

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Key Enhancements: Estimated Time Per Item

Subject	Current (seconds/item)	Enhanced (seconds/item)	Est. Increase in seconds/item
English	36	42	6 (17%)
Math	60	67	7 (11%)
Reading	53	67	14 (27%)
Science	53	60	7.5 (15%)

Important Note: The enhanced ACT blueprint remains a linear assessment and is not a computer adaptive test. A student's max score potential is not routed into "tracks" based on their performance on initial section questions.

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Key Enhancements:

(Final determination of changes will be made after summer linking and dual mode studies)

Sections	Changes to Items, Passages, and Other Specifications
English	• Adding stems. • Reducing the length of some English passages. • Adding an argumentative essay and items. • Rebalancing reporting categories.
Math	• Reducing the number of foils in math from 5 to 4. • Reducing the number of items aligned to Integrating Essential Skills reporting category. • Reducing the number of items aligned to advanced topics (higher grade level items). • Reducing the number of items with context (require longer time to read). • Rebalancing reporting categories.
Reading	• Reducing the length of some reading passages. • Increasing the percentage of items aligned to Integration of Knowledge and Ideas (IKI) reporting category. • Rebalancing reporting categories.
Science	• Ensuring at least one passage per form addresses an engineering and design topic. • Increasing the number of items requiring scientific background knowledge (DCI). • Rebalancing reporting categories.
Writing	• No change.

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Key Questions

Will historical EMRS and new EMR Composites co-exist for a period of time?

Yes. When we soft launch the enhanced ACT for National Online testing in April, June and July 2025, those students will be reported using an EMR Composite (this will begin the choice for students to test with or without science). There will still be paper National, State & District, and International ACT test events (through the summer of 2025) that will have an EMRS calculated Composite from concurrent test events.

Additionally, we will not be retroactively recalculating student Composite scores for students who tested prior to the Composite score conversion.

Since ACT science has shown that the Composite scores calculated using EMR and EMRS are comparable, and ACT research scientists will continue to validate this through the changeover period, colleges and universities can continue to use the Composite for their required purposes (admissions, scholarship eligibility, placement, etc.).

Key Questions

Will the types of items on the ACT be changing? Or more the structure and length?

The ACT test will continue to feature multiple-choice items in the English, math, reading and science sections, and an open-ended prompt-based essay in writing. The standards and skills measured by the enhanced blueprint will remain comparable to those measured in the current ACT. Reporting categories will maintain the same meaning but may be rebalanced proportionally to accommodate stakeholder feedback. By in large, the content of practice materials that are currently available will provide students with experience on the content of questions that ACT will continue to ask.

As noted in the presentation, the structure of some of the items will change (English and math are most affected). In addition, the balance of items that align to the reporting categories in each subject is shifting, therefore, there may be more or fewer items that test specific topics.

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Key Questions

When will practice materials be available?

A: ACT has released timed and untimed practice sections in December aligned to the new blueprint. These practice tests are now in the platform students will use on test day, with all the appropriate tools and formatting.

You can find those practice tests here:
https://www.act.org/content/act/en/products-and-services/the-act/test-changes/online-testing/sample-questions.html
(Scroll to the bottom of the page to find the Full-Length Practice test section.)

In addition, we are making an addendum to the 2024-2025 Preparing for the ACT guide that highlights the different experiences students will encounter if they take the National Online administration in April, June and July.

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Core Takeaways

The enhanced ACT blueprint focuses on reducing testing time while providing additional time for students to evaluate and respond to each item, embedding field test items for a more representative and larger sample, and continuous improvement of assessment best practices.

Starting in April 2025 students will be able to choose to take the ACT with or without science. All Composite scores will move to a simplified English, math and reading based calculation starting in September 2025.

ACT has provided online testing since 2015 for State & District testing, and since 2018 for international students. We launched online testing for National testing in February 2024 and will continue to expand online testing as a ***choice**, but not **requirement*** for students.

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Is there a cost difference to the student to take the ACT with or without science?

National ACT: $68.00

Louisiana Contract: $39.75 (School Day and State Testing)

Add Writing: $25.00

Add Science: $4.00

Louisiana state ACT Testing in March will include Science.

Category Alignment

Operational Item Reporting Category Alignment for the Legacy and Enhanced ACT

Section	Reporting category	Legacy ACT %	Enhanced ACT %
English	Production of Writing	29–32	38–43
	Knowledge of Language	15–17	18–23
	Conventions of Standard English	52–55	38–43
Math	Preparing for Higher Math	57–60	80
	Number & Quantity	8–12	10–12
	Algebra	12–15	17–20
	Functions	12–15	17–20
	Geometry	12–15	17–20
	Statistics & Probability	8–12	12–15
	Integrating Essential Skills	40–43	20
	Modeling	≥20	≥20
Reading	Key Ideas & Details	53–60	44–52
	Craft & Structure	25–30	26–33
	Integration of Knowledge & Ideas	15–23	19–26
Science	Interpretation of Data	40–50	38–50
	Scientific Investigation	20–30	18–32
	Evaluation of Models, Inferences, and Experimental Results	25–35	24–38

Note: The Preparing for Higher Math reporting category includes Number & Quantity, Algebra,

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[Design Framework for the ACT Enhancements]

Section Specific Improvements - English

- will have at least one argumentative essay on each test with items designed to target important writing skills related to argumentation.
- Reduction in the percentage in the items in the Conventions of Standard English
- Increase in the percentage of Production of Writing and Knowledge of Language items
- Stem is added to each English item. Provides students with more direction.
- Will feature a mix of short and long essays.

Legacy ACT Item

A. NO CHANGE
B. transforming
C. dislocating
D. contorting

Enhanced ACT Item

Which choice is clearest and most precise in context?

A. **No Change**
B. transforming
C. dislocating
D. contorting

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Section Specific Improvements - Math

- Number of response options has been reduced from 5 to 4. The aligns to the other assessments and reduces the time spent reading and thinking through answer choices
- Reduction in number and percentage of math items that are set in real-world context.
- Smaller percentage of items in the Integrating Essential Skills category and the advanced topics subcategory.

Section Specific Improvements - Reading

- Smaller percentage of items that align to the Key Ideas and Details reporting category
- Slightly larger percentage of items that align to the Integration of Knowledge and Craft and Structure reporting categories
- Will continue to use complex literary and informational texts as a basis for items, but passage length will vary: Two passages will be approximately 750 standard words and one approximately 650.

Section Specific Improvements - Science

- Stronger alignment with National Science Standards with at least one passage addressing and engineering and design topic.
- More items that require integrated scientific background knowledge with the passage.

Aligning Excellence

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