

Wisconsin Data Workshop 2026

Helping All Wisconsin Students to Succeed





ACT Wisconsin State Lead
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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!!!
- Slides will be available.
- Time for exploration.
- Facilities.
- Breaks.



The Foundation

Where did ACT come from? Why is it valuable?



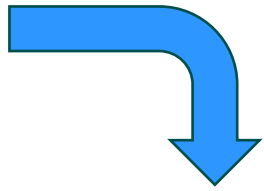
Our North Star

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

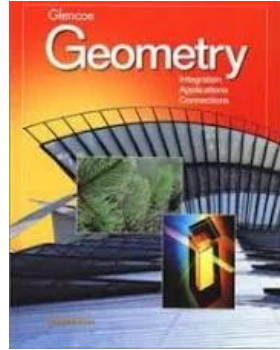




Classroom Autonomy



How Did We Get Here?



Textbooks

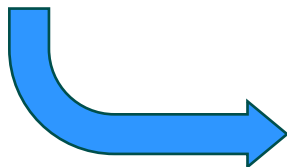
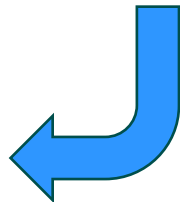
Over the years our ideas about what and how we should teach and why we should teach it have changed.



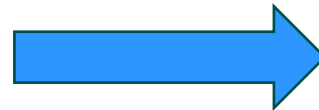
65 years of research!



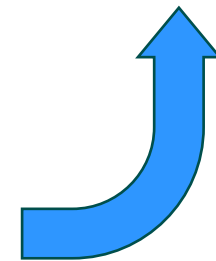
Accountability.



Report Cards!



Standards!



If I Were Choosing a College and Career Readiness Assessment....

TWO QUESTIONS


EVERY COLLEGE AND CAREER ASSESSMENT MUST ANSWER

HOW DO I KNOW THAT THE TEST MEASURES WHAT STUDENTS LEARN IN SCHOOL?

- MEASUREMENT ACCURACY**
Valid assessments use educator input and research to ensure tests measure what they claim to measure.
- STANDARDS ALIGNMENT**
State standards and college readiness expectations are reviewed.
- FAIR BY DESIGN**
Students are tested on what they have learned in school: English, math, reading, science, and writing.

BOTTOM LINE:

Assessments should reflect real instruction and real expectations, not theory or outdated standards.

 **ACT is aligned to what students learn today and what they need to know next.** Through the ACT National Curriculum Survey, the ACT reflects what teachers teach and what college and workforce partners expect.



A VALID, RELIABLE ASSESSMENT

ACT[®]

Built for Student Success.
Backed by Evidence.
Believed by Educators.




HOW DO I KNOW THAT THE TEST CAN PREDICT POSTSECONDARY SUCCESS?

- OUTCOME RESEARCH**
Studies should be conducted to link student scores to outcomes.
- POSTSECONDARY PERFORMANCE**
Linked to college grades, persistence, and workforce training access.
- RESEARCH-BASED TARGETS**
Must link scores to real postsecondary outcomes.

BOTTOM LINE:

The test should predict success after high school.

 **ACT predicts postsecondary success.** ACT's College Readiness Benchmarks indicate the achievement levels associated with a 50% chance of earning a B or higher and a 75-80% chance of earning a C or higher in corresponding college courses.

And a Third Question:
What can the assessment tell
us about the kids who **aren't**
on a path to college?



Readiness Standards and Benchmarks

“Understanding these tools, where they come from, and how they apply is the key to maximizing the value of Wisconsin ACT data for all students, not just those planning to attend college.”



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[®]

- Conducted every 3-5 years by ACT. New one in progress!
- 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

If I'm Ever Stranded on a Desert Island.....



An Explanation of Standards and Reporting Categories

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

act.org/standards

A **Reporting Category** is a sub-score that breaks down the subject areas (English, Math, Reading, Science) into smaller, specific skill areas. The specific skills within those areas are called “Standards.”



	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 402. Compare or combine data from a simple data presentation (e.g., order or sum data from a table)	IOD 502. Compare or combine data from a complex data presentation	IOD 602. Determine and/or use a complex (e.g., nonlinear) mathematical relationship that exists between data	IOD 702. Analyze presented information when given new, complex information
	IOD 203. Find basic information in text that describes a simple data presentation	IOD 303. Find basic information in text that describes a complex data presentation	IOD 403. Translate information into a table, graph, or diagram	IOD 503. Determine how the values of variables change as the value of another variable changes in a simple data presentation	IOD 603. Perform a complex interpolation or complex extrapolation using data in a table or graph	
		IOD 304. Determine how the values of variables change as the value of another variable changes in a simple data presentation	IOD 404. Perform a simple interpolation or simple extrapolation using data in a table or graph			

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

SCORE RANGE	Mean and Analysis (MA)
3-4	MA 201. Understanding the task and writing with purpose A score in this range indicates that the writer is able to: <ul style="list-style-type: none"> Generate a thesis that is unclear or not closely related to the given issue Respond weakly to other perspectives on the issue MA 202. Analyzing critical elements of an issue and differing perspectives on it A score in this range indicates that the writer is able to: <ul style="list-style-type: none"> Provide analysis that is incomplete or largely irrelevant
5-6	MA 201. Understanding the task and writing with purpose A score in this range indicates that the writer is able to: <ul style="list-style-type: none"> Generate a somewhat clear thesis that establishes a perspective on a contemporary issue MA 202. Analyzing critical elements of an issue and differing perspectives on it A score in this range indicates that the writer is able to: <ul style="list-style-type: none"> Establish a limited or tangential context for analysis Provide analysis that is complex or somewhat unclear
7-8	MA 201. Understanding the task and writing with purpose A score in this range indicates that the writer is able to: <ul style="list-style-type: none"> Generate a clear thesis that establishes a perspective on a contemporary issue MA 202. Analyzing critical elements of an issue and differing perspectives on it A score in this range indicates that the writer is able to: <ul style="list-style-type: none"> Engage with other perspectives on the issue Establish and employ a relevant context for analysis Recognize implications, complexities and tensions, and/or underlying values and assumptions
9-10	MA 201. Understanding the task and writing with purpose A score in this range indicates that the writer is able to: <ul style="list-style-type: none"> Generate a univocal thesis that establishes a perspective on a contemporary issue

Scores below 3 do not permit useful generalizations about students' writing abilities.

So, teaching to the test means giving students the opportunity in class to practice the skills represented by the ACT standards. Is that a bad thing?

$P_1V_1=P_2V_2$ 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 ³)	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



The ACT Assesses “Practical Knowledge”.

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

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)	<p>N 201. Perform one-operation computation with whole numbers and decimals</p> <p>N 202. Recognize equivalent fractions and fractions in lowest terms</p> <p>N 203. Locate positive rational numbers</p>	<p>N 301. Recognize one-digit factors of a number</p> <p>N 302. Identify a digit's place value</p> <p>N 303. Locate rational numbers on the number line</p> <p><i>Note: A matrix as a representation of data is</i></p>	<p>N 401. Exhibit knowledge of elementary number concepts such as rounding, the ordering of decimals, pattern identification, primes, and greatest common factor</p> <p>N 402. Write positive powers of 10 by using</p>	<p>N 501. Order fractions</p> <p>N 502. Find and use the least common multiple</p> <p>N 503. Work with numerical factors</p> <p>N 504. Exhibit some knowledge of the complex numbers</p> <p>N 505. Add and subtract matrices that</p>	<p>N 601. Apply number properties involving prime factorization</p> <p>N 602. Apply number properties involving even/odd numbers and factors/multiples</p> <p>N 603. Apply number properties involving positive/negative numbers</p> <p>N 604. Apply the</p>	<p>N 701. Analyze and draw conclusions based on number concepts</p> <p>N 702. Apply properties of rational numbers and the rational number system</p> <p>N 703. Apply properties of real numbers and the real</p>

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										
<table border="1"> <thead> <tr> <th>SCORE RANGE</th> <th>Idea and Analysis (IA)</th> </tr> </thead> <tbody> <tr> <td>5-4</td> <td> IA 501. Understanding the task and writing with purpose A score in this range indicates that the writer is able to: <ul style="list-style-type: none"> Generate a thesis that is unclear or not entirely related to the given issue Respond weakly to other perspectives on the issue IA 502. Analyzing critical elements of an issue and offering perspectives on it A score in this range indicates that the writer is able to: <ul style="list-style-type: none"> Provide analysis that is incomplete or largely irrelevant </td> </tr> <tr> <td>5-0</td> <td> IA 501. Understanding the task and writing with purpose A score in this range indicates that the writer is able to: <ul style="list-style-type: none"> Generate a somewhat clear thesis that establishes a perspective on a contemporary issue Respond to other perspectives on the issue IA 502. Analyzing critical elements of an issue and offering perspectives on it A score in this range indicates that the writer is able to: <ul style="list-style-type: none"> Establish a limited or tangential context for analysis Provide analysis that is incomplete or somewhat unclear </td> </tr> <tr> <td>7-8</td> <td> IA 501. Understanding the task and writing with purpose A score in this range indicates that the writer is able to: <ul style="list-style-type: none"> Generate a clear thesis that establishes a perspective on a contemporary issue Engage with other perspectives on the issue IA 502. Analyzing critical elements of an issue and offering perspectives on it A score in this range indicates that the writer is able to: <ul style="list-style-type: none"> Establish and employ a relevant context for analysis Recognize implications, complexities and tensions, and/or underlying values and assumptions </td> </tr> <tr> <td>9-10</td> <td> IA 501. Understanding the task and writing with purpose A score in this range indicates that the writer is able to: <ul style="list-style-type: none"> Generate a clear thesis that establishes a perspective on a contemporary issue </td> </tr> </tbody> </table>	SCORE RANGE	Idea and Analysis (IA)	5-4	IA 501. Understanding the task and writing with purpose A score in this range indicates that the writer is able to: <ul style="list-style-type: none"> Generate a thesis that is unclear or not entirely related to the given issue Respond weakly to other perspectives on the issue IA 502. Analyzing critical elements of an issue and offering perspectives on it A score in this range indicates that the writer is able to: <ul style="list-style-type: none"> Provide analysis that is incomplete or largely irrelevant 	5-0	IA 501. Understanding the task and writing with purpose A score in this range indicates that the writer is able to: <ul style="list-style-type: none"> Generate a somewhat clear thesis that establishes a perspective on a contemporary issue Respond to other perspectives on the issue IA 502. Analyzing critical elements of an issue and offering perspectives on it A score in this range indicates that the writer is able to: <ul style="list-style-type: none"> Establish a limited or tangential context for analysis Provide analysis that is incomplete or somewhat unclear 	7-8	IA 501. Understanding the task and writing with purpose A score in this range indicates that the writer is able to: <ul style="list-style-type: none"> Generate a clear thesis that establishes a perspective on a contemporary issue Engage with other perspectives on the issue IA 502. Analyzing critical elements of an issue and offering perspectives on it A score in this range indicates that the writer is able to: <ul style="list-style-type: none"> Establish and employ a relevant context for analysis Recognize implications, complexities and tensions, and/or underlying values and assumptions 	9-10	IA 501. Understanding the task and writing with purpose A score in this range indicates that the writer is able to: <ul style="list-style-type: none"> Generate a clear thesis that establishes a perspective on a contemporary issue 	Scores below 5 do not permit useful generalizations about students' writing abilities.
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We use these standards in various combinations on a daily basis.

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) Revise vague, clumsy, and confusing writing.

(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".

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



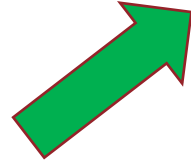
Standards



Assessments



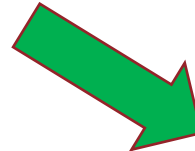
Data!



Student Intervention and Test Prep.



Classroom Practices.



Curriculum adjustments.



ACP, SLOs, district goals and more!

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

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.
- It **is** to help students be able to say, “You Make My Dreams Come True!”

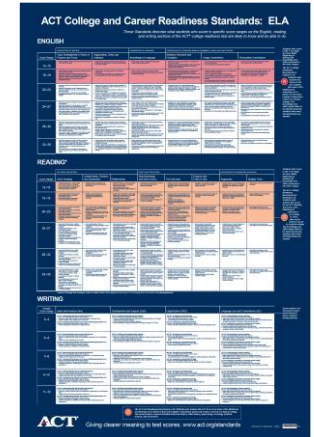


ACT[®]

ACT Standards and Benchmarks.



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



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

What Should I Know About the Test and Its Value?

Anatomy of the ACT





How Hard is it to do Better?

Answer: Not hard at all! In most cases, get 1 or 2 more questions right, go up one point in Scale Score.



Science Raw Score	Science Scale Score
34	36
33	35
32	34
31	33
30	32
29	31
28	30
27	29
26	28
25	27
24	26
23	25
22	25
21	24
20	23
19	23
18	22

Science Raw Score	Science Scale Score
17	21
16	20
15	19
14	18
13	18
12	17
11	16
10	15
9	14
8	12
7	12
6	11
5	10
4	9
3	7
2	6
1	3
0	1

Reporting categories vary in importance and that balance has shifted slightly with the Enhanced ACT.

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	>=12	>=20	>=8	>=20
Field Test	16	SAFT	4	Not part of operational section
Total	60		45	

SPECIFICATION RANGES BY REPORTING CATEGORY FOR ENGLISH

Reporting Category	English			
	ACT - Legacy		ACT - Enhanced	
	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

Reporting Category	Reading			
	ACT - Legacy		ACT - Enhanced	
	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	

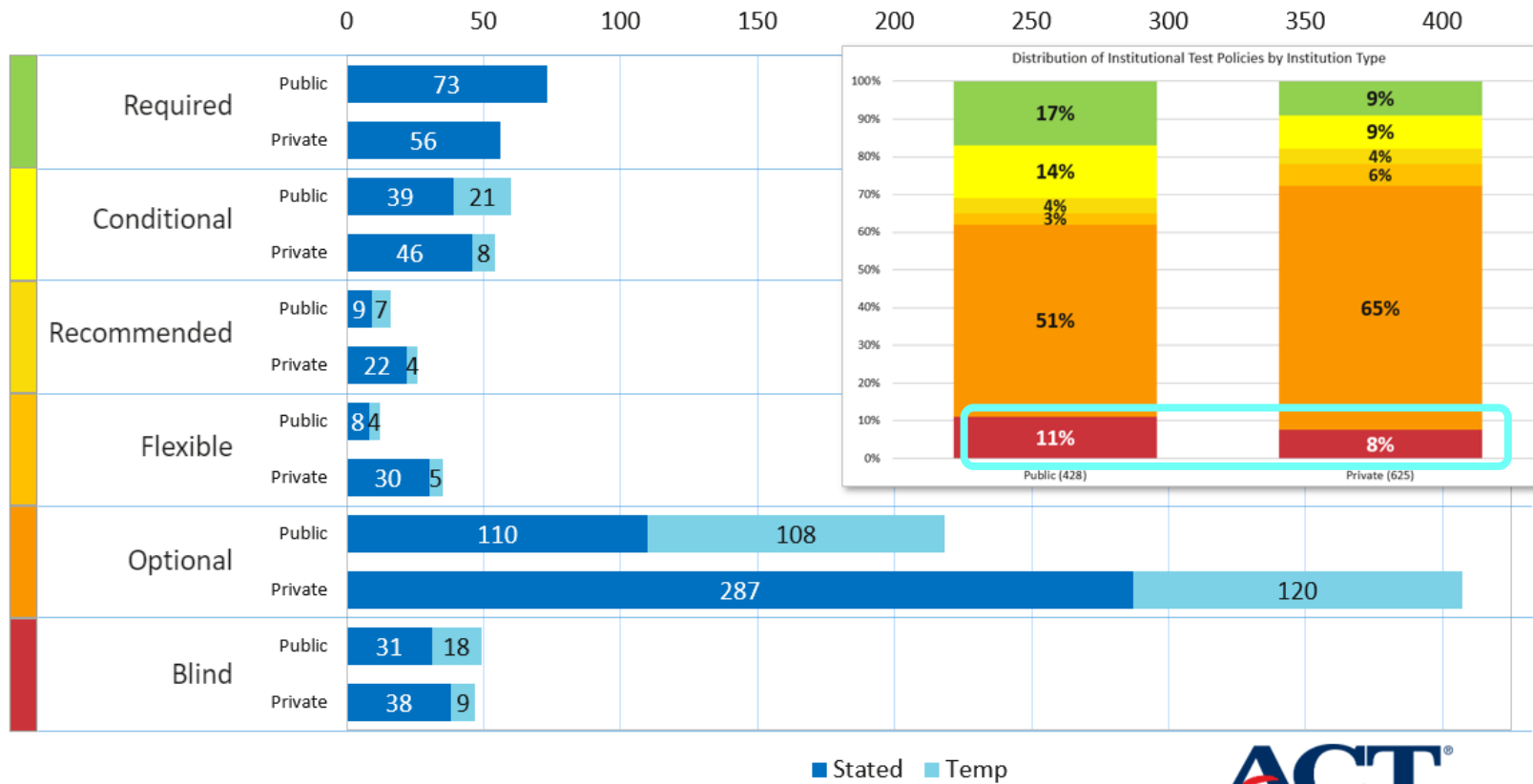
Why Should The Kids, and Us For That Matter, Care?

“I’m not going to college” is a common refrain from students that “phone it in”. Here is some info that may help.



College Entrance Tests in a Test Optional World

Test Policies for General Admissions by Institution Type



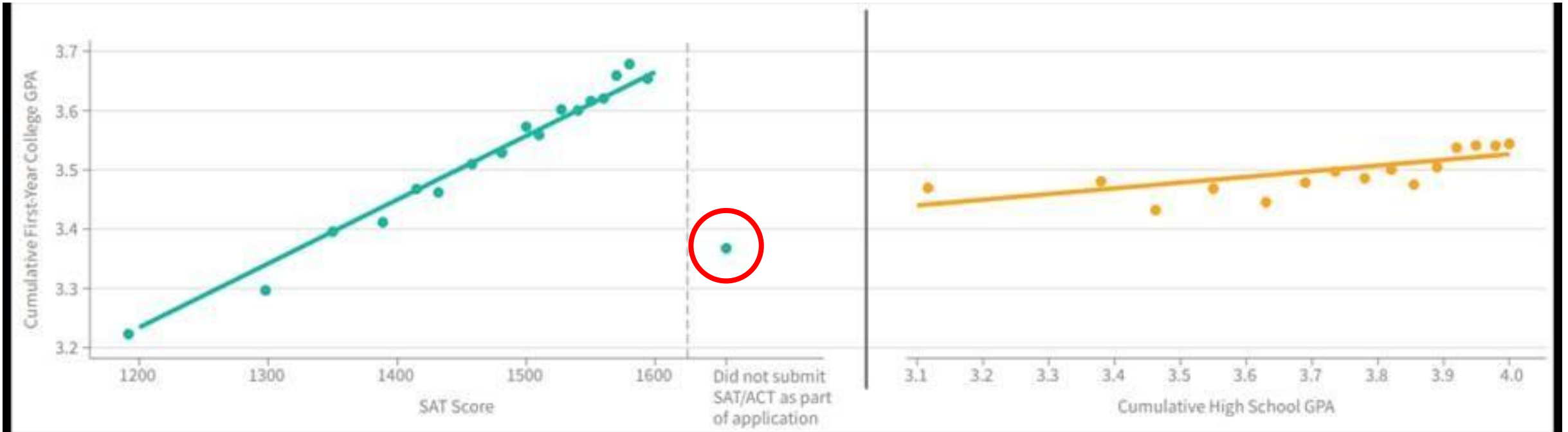
Note: the 111 Institutions categorized as NA or Open Admissions are not included



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



Standardized Test Scores are a better predictor of college GPA success than high school GPA.



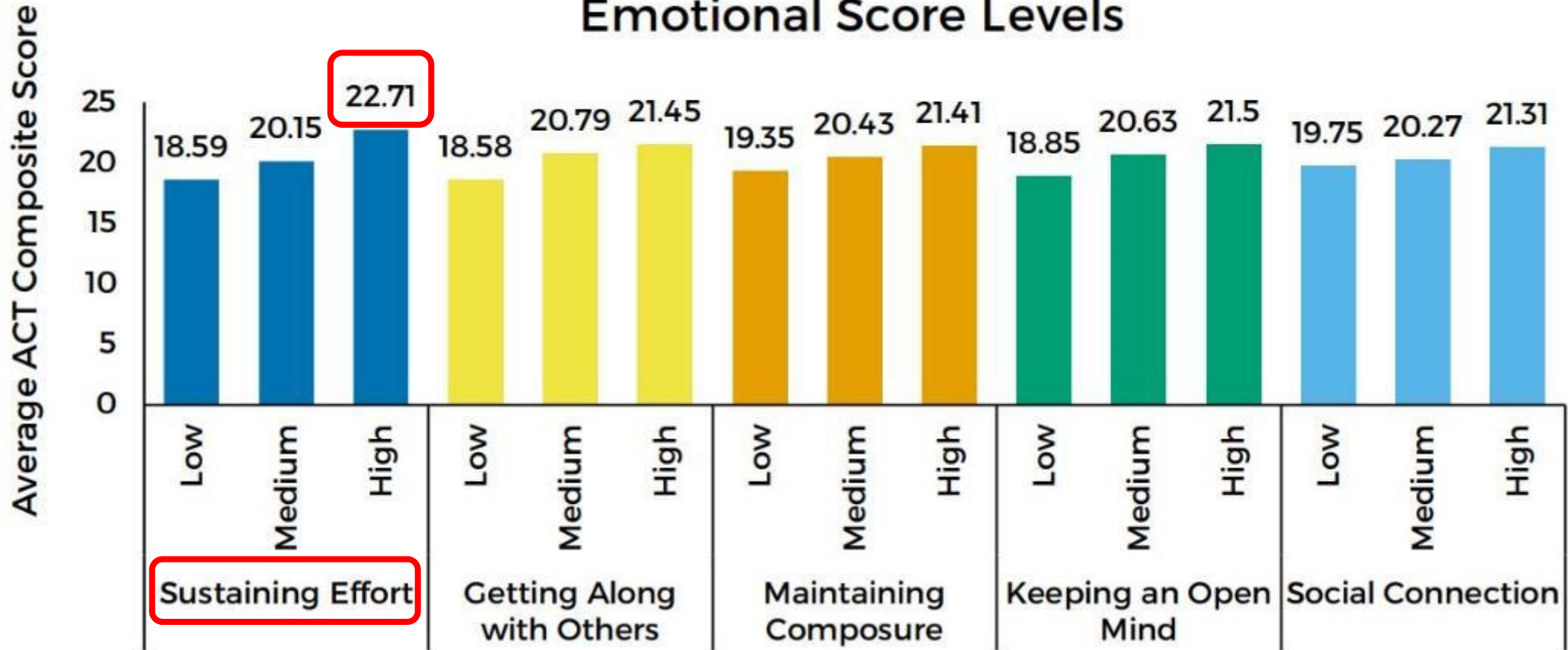
[How Standardized Tests Make College Admissions Fairer](#)

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



SEL Skills & ACT® Test Scores

Average ACT Composite Scores, by Social and Emotional Score Levels



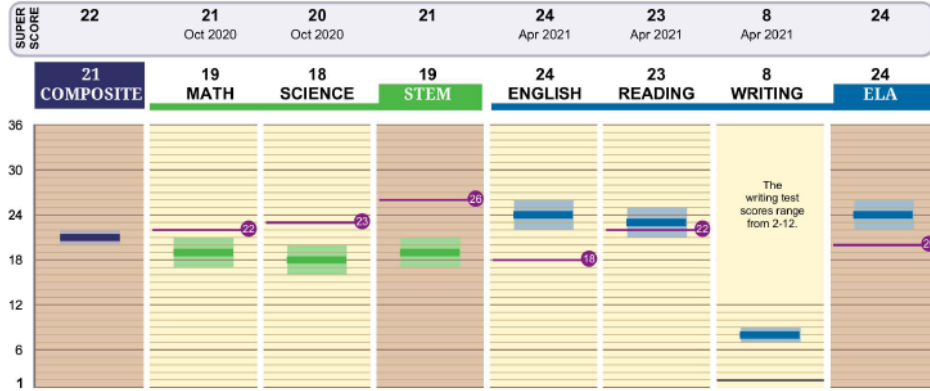
This is often overlooked.

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

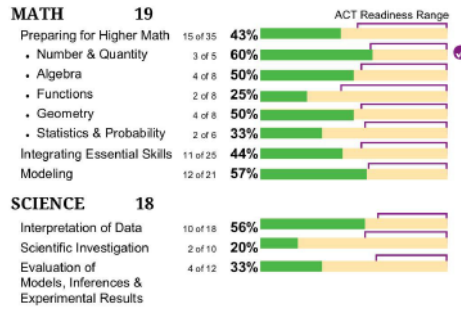


Student Score
Score

ACT College Readiness Benchmarks
Readiness Benchmark

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.

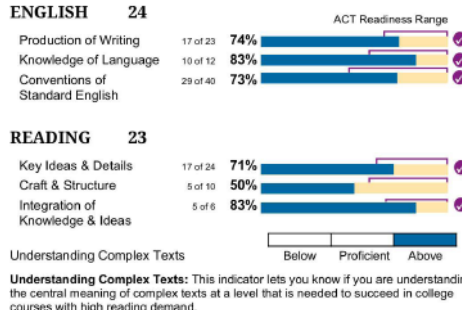
Detailed Results



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.



WRITING 8

Ideas & Analysis 8

Development & Support 8

Organization 9

Language Use & Conventions 8

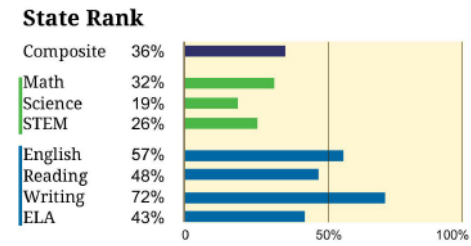
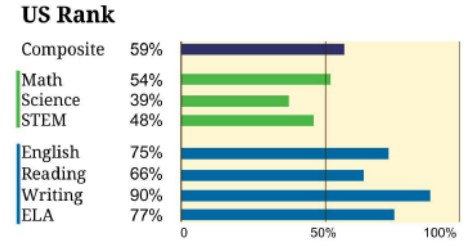
If the student took the writing test, the essay was scored on a scale of 1 to 6 by two raters in each of the four writing domains. These domains represent essential skills and abilities that are necessary to meet the writing demands of college and career.

The domain scores, which range from 2 to 12, are each a sum of the two raters' scores. The writing score is the average of the student's four domain scores rounded to the nearest whole number. To learn more about the writing score, visit www.act.org/the-act/writing-scores.

The ACT 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® 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.



Progress Toward the ACT National Career Readiness Certificate®

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

Composite Score: 1 Scale 36

Bronze Silver Gold Platinum

21

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.

Advance Central PA
Linking People & Business



Firmographics of Companies using ACT WorkKeys

CONCHO VALLEY
WORKFORCE SOLUTIONS
A proud partner of the AmericanJobCenter® network



Break Time



ACT[®]

ACT Online Reporting Tutorial: Using the Data.





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.

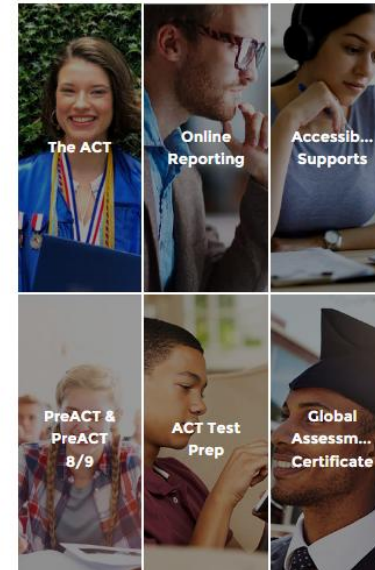
Test Accessibility and Accommodations: Test Accommodation Coordinators will use this system to request student's accommodations or English Learner supports, receive decision notifications, and agree to test previously approved students through Special Testing. **Note- if you are new to Success and have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

PearsonAccess^{next}: 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



- > 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

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 You'll See When You Log In.

The screenshot displays the ACT user interface. At the top, there is a navigation bar with the ACT logo, links for 'Cases', 'Organizations', and 'Knowledge Hub', a search bar, and the user's name 'Demo District Westfall'. Below the navigation bar are three images: students raising hands, a smiling woman, and graduates in caps and gowns.

The main content area is divided into three columns:

- Resources:** A grid of nine small images with text labels: 'The ACT', 'Online Reporting', 'Access... Supports', 'PreACT & PreACT 8/9', 'ACT Test Prep', 'Global Assessm... Certifica...', 'Mosaic By ACT Social Emotional Learning Solution', 'Workfor... US', and 'ACT Profess... Services'.
- Helpful Tools and Links:** A vertical list of blue buttons with icons and text: 'Enrollments and Changes In Participation', 'ACT Central for SBPS, CCRS and Supplier Engagement', 'ACT Test Scores and Reports', 'ACT Now', 'PearsonAccess ^{test}', 'Test Accessibility and Accommodations', 'Materials Ordering', 'Invite New Users', 'Manage Users', and 'Manage My Access'.
- Important Updates:** A white box with a red border containing text: 'State and District Test Administration Changes in TAA', 'When submitting requests in TAA for State and District Testing, please select the Test Event for your contract that corresponds to the first date of your Accommodations testing window. If approved for accommodations and/or supports, students may still use the full accommodations testing window to administer tests.', and 'Date posted: November 24, 2025'. Below this is an 'Important Messages' section with the text 'You've all sett' and a 'Contact Support' button.

Red arrows point from the 'Important Updates' section to the 'Enrollments and Changes In Participation' and 'ACT Test Scores and Reports' buttons. A red bracket on the right side of the 'Helpful Tools and Links' section encompasses the 'Invite New Users', 'Manage Users', and 'Manage My Access' buttons, with a red arrow pointing to the text 'New Users Assigned here.'.

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.



What Can We Learn?

Part 1: ACT and PreACT Secure.



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

☆ My Reports [See All ▶](#)

📢 Announcements

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

[Expand All](#)

My Role:

Program:

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. This includes Saturday, District, and State tests. The ACT District Contract tab is for fall district testing in school but not mandated by the state. Many schools do senior retakes. Some are even incentivized. If your school uses the PreACT 8/9 that data is also found here.

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		English	Math	Reading	Science	STEM	Writing	ELA
		Valid Number	Mean Score	Mean Score	Mean Score	Mean Score	Mean Score	Mean Score	Mean Score	Mean Score
	2024-2025	479	20.5	19.3	20.8	20.6	21.1	21.2	7.0	19.7
April 2025	2024-2025	4	20.5	18.2	22.2	18.8	22.0	22.5	6.5	19.5
December 2024	2024-2025	7	25.4	26.6	24.1	24.7	25.6	25.3	8.7	23.7
February 2025	2024-2025	4	28.8	27.8	30.5	28.0	28.0	29.5	9.3	28.0
July 2025	2024-2025	9	25.9	25.0	25.8	25.7	26.6	26.4	8.5	27.0
June 2025	2024-2025	8	24.9	24.2	26.8	22.8	25.9	26.6	6.0	21.0
March 2025	2024-2025	434	20.1	18.7	20.3	20.2	20.6	20.7	6.9	19.6
October 2024	2024-2025	4	24.5	23.8	23.2	26.8	24.5	24.0	7.5	26.5
September 2024	2024-2025	9	25.0	24.9	24.7	24.2	25.8	25.6		

As many as 45 students took a Saturday test in this district. For low-income students, doing a less expensive retake in the fall could be a valuable opportunity. This test is designed for:

1. Low income but talented students.
2. High flying 9th and 10th.
3. Seniors who need a point or two to get a scholarship or be eligible for a highly sought after school.
4. Juniors that would be taking the PreACT but want the real thing instead.
5. A new earlier window allows students to have their scores by the time many college applications are due.

Worksheet # 1: Benchmarks.



“Average ACT Composite Scores” Chart 1

Year	Composite School	Composite State	Met any 3 or 4 School	Met Any 3 or 4 State
2021-22		19.3		19%
2022-23		19.3		19%
2023-24		19.3		20%
2024-25		19.3		31%
2025-26*				

“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
2021-22		30%		31%		49%		37%
2022-23		30%		32%		52%		37%
2023-24		30%		32%		50%		36%
2024-25		32%		31%		50%		37%
2025-26*								

“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
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		19.3		19.1		19.7		18.3		19.4
2025-26*										

ACT Online Reporting: Summary Tab

Program: The ACT State Contract

Summary Contract Reports

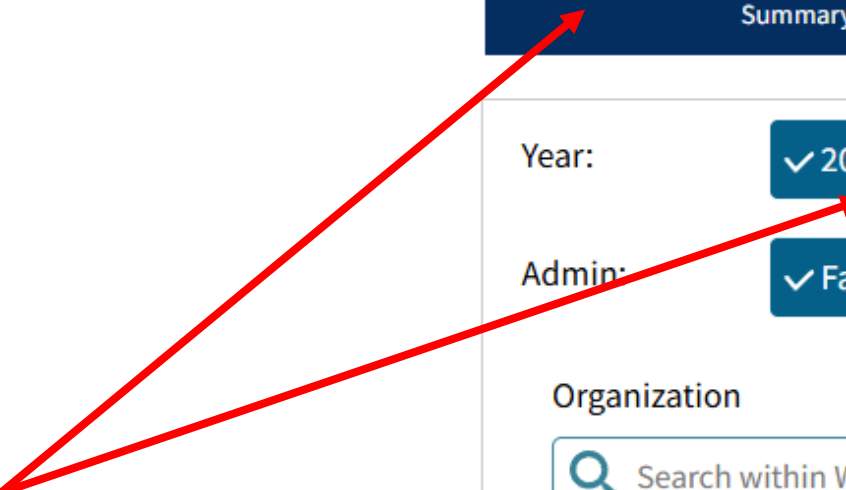
My Summary Results (Building)
Summary View

Year: ✓ 2025-2026 ✓ 2024-2025 ✓ 2023-2024 ✓ 2022-2023 ✓ 2021-2022

Admin: ✓ Fall ✓ Spring

Organization 0 selected

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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”

- 5-Year **ACT** Pattern?

Chart #1

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

Composite Isn't Everything.

Year	Admin	Composite		Meeting Any 3 or 4 Benchmarks	English		Math		Reading		Science		STEM		Writing	ELA		
		Valid Number	Mean Score	% Met	Mean Score	Benchmark	Mean Score	Benchmark	Mean Score	Benchmark	Mean Score	Benchmark	Mean Score	Benchmark	Mean Score	Mean Score	Mean Score	ELA Benchmark
						% Met		% Met		% Met		% Met		% Met				
2024-2025	Spring	65	21.1	51	19.3	60	21.3	46	20.9	55	22.2	55	22.0	22	7.3	20.5	63	
2023-2024	Spring	64	21.4	34	20.2	67	21.7	52	21.0	52	22.1	47	22.1	23	6.8	20.0	56	
2022-2023	Spring	61	20.1	23	19.5	66	19.8	31	19.8	38	20.9	43	20.6	15	6.7	19.4	47	
2021-2022	Spring	73	19.5	22	18.2	53	19.3	32	19.5	42	20.3	36	20.0	14	6.8	18.9	48	

Benchmarks and Averages.

How many kids are meeting ACT
Benchmarks?



The Problem with Scores.....versus Benchmarks.

Composite		English	Math	Reading	Science	STEM	Writing	ELA
Valid Number	Mean Score	Mean Score	Mean Score	Mean Score	Mean Score	Mean Score	Mean Score	Mean Score
416	19.5	18.2	20.9	19.4	20.3	20.9	6.8	18.7
440	20.0	18.4	20.6	19.8	20.7	20.9	6.5	19.0
470	20.2	18.6	20.8	20.1	20.7	21.0	6.5	18.9
453	20.2	18.7	20.5	20.5	20.8	20.9	6.6	19.2
458	21.0	19.5	21.3	21.2	21.5	21.6	7.0	20.1

Composite		Meeting Any 3 or 4 Benchmarks	English		Math		Reading		Science		STEM		Writing	ELA	
Valid Number	Mean Score	% Met	Mean Score	Benchmark	Mean Score	Benchmark	Mean Score	Benchmark	Mean Score	Benchmark	Mean Score	Benchmark	Mean Score	Mean Score	ELA Benchmark
			% Met	% Met	% Met	% Met	% Met	% Met	% Met	% Met					
416	19.5	35	18.2	53	20.9	41	19.4	37	20.3	37	20.9	21	6.8	18.7	44
440	20.0	38	18.4	52	20.6	44	19.8	40	20.7	41	20.9	20	6.5	19.0	47
470	20.2	25	18.6	53	20.8	43	20.1	40	20.7	38	21.0	21	6.5	18.9	47
453	20.2	26	18.7	55	20.5	43	20.5	46	20.8	39	20.9	17	6.6	19.2	48
458	21.0	28	19.5	60	21.3	46	21.2	49	21.5	43	21.6	22	7.0	20.1	55

Finding the Benchmarks. Here's One Way.

Program: The ACT State Contract ▾

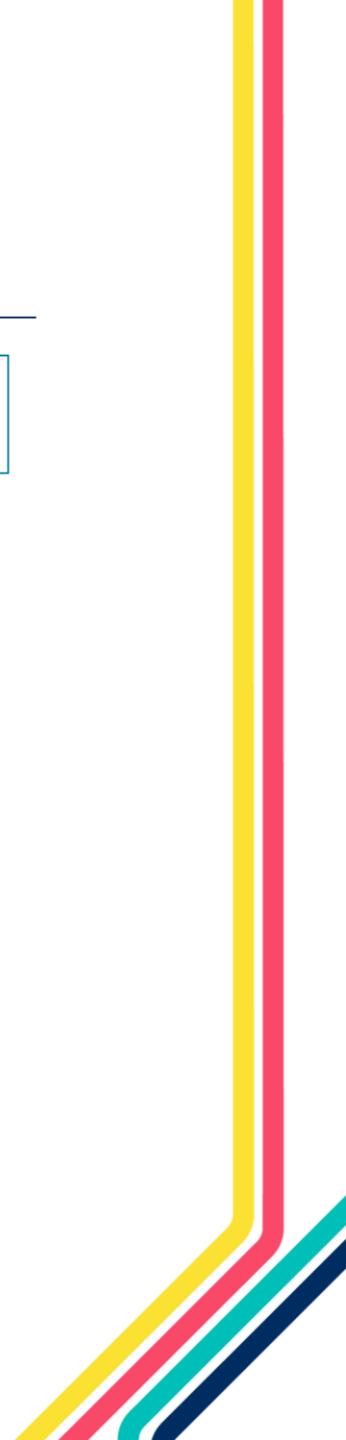
Summary Contract Reports

Executive Summary with Trends (District)
Aggregate View Detailed Summary without Trends (District)
Aggregate View

Start Here.

Executive Summary

- Average Composite Scores [↗](#) *Chart #1*
- Percent Meeting Any 3 or 4 Benchmarks [↗](#)
- Percent Meeting STEM Benchmark [↗](#)
- Percent Taking A Core Curriculum [↗](#)
- Percent of Students Who Met College Readiness Benchmarks [↗](#) *Chart #2*
- Average ACT Scores [↗](#) *Chart #3*
- Average ACT Scores Statewide [↗](#)
- Average ACT Scores by Level of Preparation [↗](#)
- Average Composite Score by Race/Ethnicity [↗](#)
- Achievement in STEM [↗](#)



Subject Benchmarks: Another Way

Program: The ACT State Contract

Summary Contract Reports

My Summary Results (Building)
Summary View

Year: 2025-2026 2024-2025 2023-2024 2022-2023 2021-2022

Admin: Fall Spring

Organization 0 selected

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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"/>	-

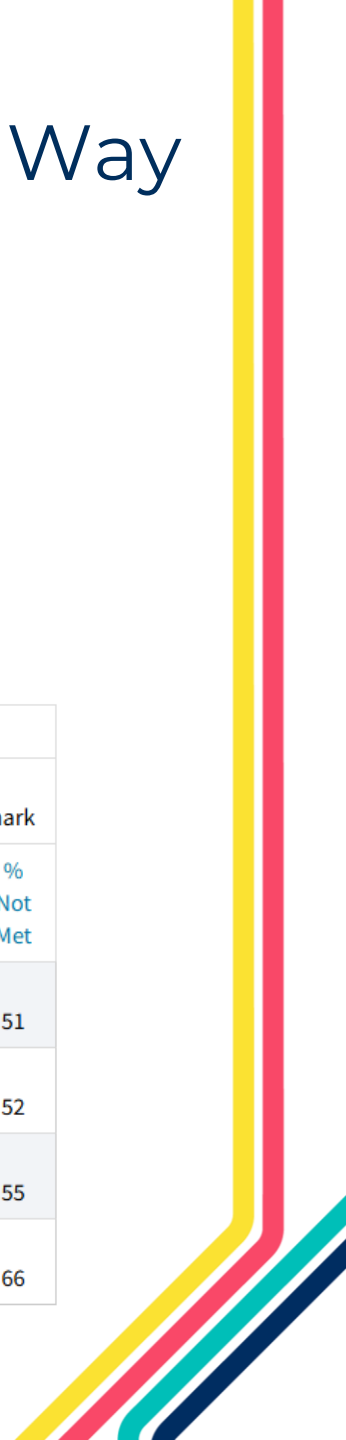
Met Readiness - Math Select All / Reset
 Met Readiness - Science Select All / Reset
 Met Readiness - English Select All / Reset
 Met Readiness - Reading Select All / Reset
 Career Readiness Select All / Reset



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

Subject Benchmarks: Another Way

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	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			% 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

Benchmarks for a Single Subject.

Summary View: The ACT (All Data), Tanaris High School
Showing students who are College Reportable

Group	Year	Composite		Science								
		Valid Number	Mean Score	Benchmark			Interpretation of Data-Readiness		Scientific Investigation-Readiness		Evaluation of Models/Inferences-Readiness	
				% Met	% Not Met	% Met	% Not Met	% Met	% Not Met	% Met	% Not Met	
Tanaris High School	2022-2023	187	20.6	39	33	67	37	63	38	62		
Tanaris High School	2021-2022	5186	24.0	62	65	35	60	40	55	45		
Tanaris High School	2020-2021	2613	19.4	28	28	72	30	70	28	72		

Data Dive 3: PreACT Secure

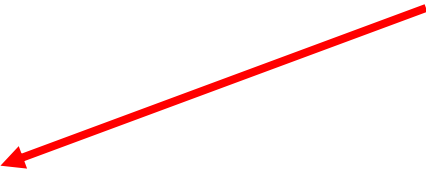


Worksheet #2: PreACT Secure

Program: PreACT Secure

 Summary Contract Reports

My Summary Results (Building)
Summary View



Year: ✓ 2025-2026 ✓ 2024-2025 ✓ 2023-2024 ✓ 2022-2023

Admin: Fall ✓ Spring

Organization 0 selected

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PreACT Secure Scores.

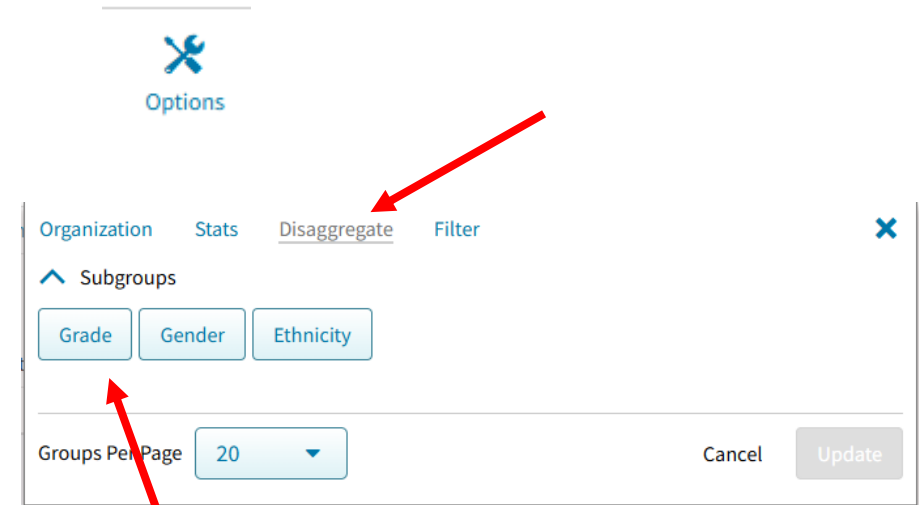
Worksheet #2 – PreACT Secure Data

“Average Spring *PreACT Secure Scores*” 9th Chart 4

Year	Comp School	Comp State	Math School	Math State	Science School	Science State	English School	English State	Readng 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		16.4		17.0		16.1		14.1		17.8
2025-26*										

“Average Spring *PreACT Secure Scores*” 10th Chart 5

Year	Comp School	Comp State	Math School	Math State	Science School	Science State	English School	English State	Readng 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		17.4		18.0		17.1		15.3		18.8
2025-26*										



Secure Data Disaggregated by Grade. STEM Excluded.

Year	Admin	Composite		Math			Science			English			Reading						
		Valid Number	Mean Score	Mean Score	On Target	Close to Target	In Need of Intervention	Mean Score	On Target	Close to Target	In Need of Intervention	Mean Score	On Target	Close to Target	In Need of Intervention	Mean Score	On Target	Close to Target	In Need of Intervention
					%	%	%		%	%	%		%	%	%				
2024-2025	Spring	260	17.4	17.3	27	31	43	17.5	35	10	54	15.4	58	22	21	19.1	38	22	40
2024-2025	Spring	136	17.0	16.8	24	46	30	17.1	35	15	51	14.8	60	28	12	18.8	40	28	32
2024-2025	Spring	124	17.9	17.8	30	14	56	17.9	36	6	58	16.0	56	15	30	19.4	36	15	48
2023-2024	Spring	213	16.3	17.1	31	19	49	16.4	29	19	52	14.0	50	26	24	17.1	33	22	45
2023-2024	Spring	128	16.2	17.0	33	27	41	16.4	30	23	46	13.7	54	30	16	17.1	36	29	35
2023-2024	Spring	85	16.4	17.1	29	8	62	16.5	26	13	61	14.4	44	20	36	17.1	29	11	60
2022-2023	Spring	184	17.8	18.0	40	23	38	18.4	51	15	35	15.8	64	22	14	18.6	37	32	32
2022-2023	Spring	89	16.2	16.8	34	25	42	16.4	36	20	44	14.1	65	24	11	17.0	31	33	36
2022-2023	Spring	95	19.3	19.2	45	21	34	20.2	64	9	26	17.3	63	21	16	20.1	42	31	27

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

It will look like this at first....

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 the “Fields tab to clean up the information and “Scores” to get the data you want.

The screenshot displays the ACT system interface with the 'Fields' tab selected. The interface is divided into two main sections: a configuration panel on the left and a field selection panel on the right.

Configuration Panel (Left):

- Organization: Duskwood High School
- Search within Westfall District
- Westfall District
- Duskwood High School (selected)
- Silverpine High School
- Tanaris High School
- Groups Per Page: 20
- Buttons: Cancel, Update






Field Selection Panel (Right):

- Organization: Fields Scores Search Filter
- General Information: Select All / Reset
 - District Name
 - School Name
 - School Code
 - Last Updated (CT)
 - Test Date
 - Void
- Student Information: Select All / Reset
 - MI
 - Student ID (checked)
 - ACT ID
 - DOB
 - Grade (checked)
- Demographics: Select All / Reset
 - Gender
 - Ethnicity
- Groups Per Page: 20
- Buttons: Cancel, Update

Now it looks like this. Next step is to get the data you want to download....

Roster View: PreACT Secure, Duskwood High School

Showing students who are Not Voided

 Options
  Save
  Download
  Roster
  Student

Last Name	First Name	Student ID	Grade	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	John015	9852917852	10th	16	16 - 19	16	15 - 19	20	18 - 23	18	18 - 21	13	13 - 18	15	14 - 19
Doe	John061	9474932290	10th	19	19 - 22	16	15 - 19	20	18 - 23	18	18 - 21	16	16 - 21	25	21 - 27
Doe	John083	9559444317	9th	12	13 - 17	14	14 - 19	11	13 - 18	13	14 - 18	11	13 - 18	13	14 - 20
Doe	John085	9376459183	10th	14	14 - 17	14	13 - 17	16	15 - 20	15	15 - 18	13	13 - 18	12	12 - 17
Doe	John100	9463526693	10th	20	20 - 23	24	23 - 27	22	20 - 25	23	22 - 26	16	16 - 21	19	16 - 22
Doe	John100	9781874046	9th	13	14 - 18	15	15 - 20	14	15 - 21	15	16 - 20	11	13 - 18	12	14 - 20
Doe	John102	9863903263	10th	15	15 - 18	16	15 - 19	17	16 - 21	17	17 - 20	11	11 - 16	14	13 - 19
Doe	John108	9758749627	10th	15	15 - 18	14	13 - 17	13	13 - 18	14	14 - 17	13	13 - 18	21	18 - 24
Doe	John144	9166324585	9th	15	16 - 20	17	18 - 22	14	15 - 21	16	17 - 21	18	20 - 25	11	13 - 19
Doe	John170	9636921087	10th	15	15 - 18	18	18 - 21	14	14 - 19	16	16 - 19	15	15 - 20	14	13 - 19
Doe	John264	9867707345	10th	14	14 - 17	15	14 - 18	14	14 - 19	15	15 - 18	14	14 - 19	13	12 - 18
Doe	John268	9620467890	10th	13	13 - 16	15	14 - 18	13	13 - 18	14	14 - 17	7	08 - 13	16	14 - 20
Doe	John293	9054670111	10th	13	13 - 16	14	13 - 17	15	15 - 20	15	15 - 18	10	11 - 16	14	13 - 19
Doe	John300	9528206004	10th	14	14 - 17	16	15 - 19	14	14 - 19	15	15 - 18	9	10 - 15	17	15 - 21
Doe	John315	9994762261	10th	12	12 - 15	13	12 - 16	11	12 - 17	12	12 - 15	10	11 - 16	12	12 - 17
Doe	John338	9174298862	10th	9	09 - 13	12	11 - 15	12	13 - 18	12	12 - 15	5	07 - 12	8	10 - 15
Doe	John390	9303166918	10th	20	20 - 23	16	15 - 19	21	19 - 24	19	19 - 22	19	18 - 23	25	21 - 27

Use the “Scores” tab to get the data you want.

The screenshot shows a software interface with a top navigation bar containing icons for Options (wrench), Save (star), Download (arrow), Roster (calendar), and Student (people). Below this is a dropdown menu with tabs for Organization, Fields, Scores (highlighted with a red box), Search, and Filter. The 'Scores' tab is active, displaying 'Organization: Duskwood High School' and a search box labeled 'Search within Westfall District'. Below the search box is a list of schools: 'Westfall District', 'Duskwood High School' (selected with a radio button), 'Silverpine High School', and 'Tanaris High School'. At the bottom of the dropdown, there is a 'Groups Per Page' dropdown set to '20', and 'Cancel' and 'Update' buttons.

Highlight % Correct.

[Organization](#) [Fields](#) **Scores** [Search](#) [Filter](#) ✕

Organization: Duskwood High School

Westfall District

Duskwood High School

Silverpine High School

Tanaris High School

Groups Per Page 20 ▾

Science Reporting Categories

Select All / Reset

	Points Earned	Points Possible	Percent Correct
Interpretation of Data	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Scientific Investigation	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Evaluation of Models, Inferences & Experimental Results	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>



After cleaning up and selecting % correct, you get here.

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

Showing students who are **Not Voided**

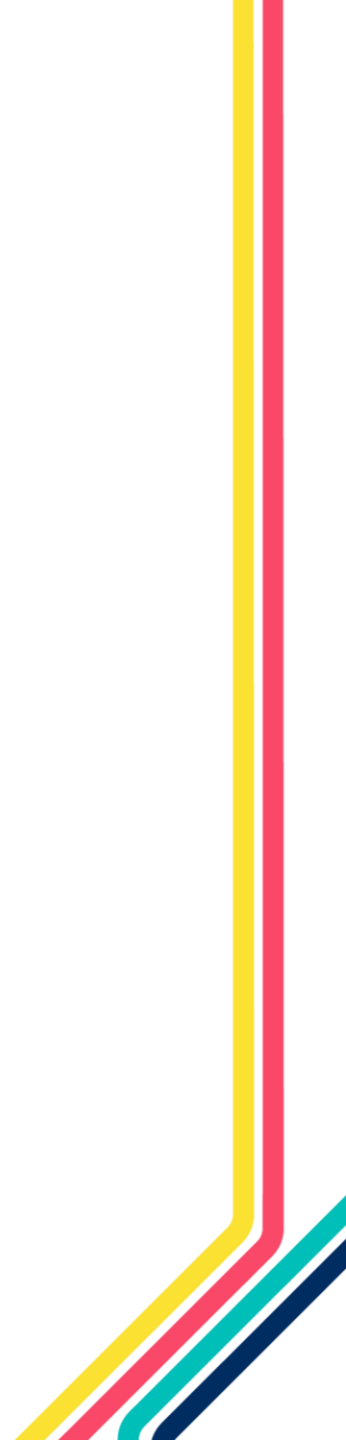
Last Name	First Name	Student ID	Grade	Science		
				Interpretation of Data	Scientific Investigation	Evaluation of Models, Inferences & Experimental Results
				Percent Correct	Percent Correct	Percent Correct
Doe	John015	9852917852	10th	56	83	22
Doe	John061	9474932290	10th	50	67	44
Doe	John083	9559444317	9th	22	25	22
Doe	John085	9376459183	10th	33	44	44
Doe	John100	9463526693	10th	67	67	67
Doe	John100	9781874046	9th	8	22	67
Doe	John102	9863903263	10th	58	33	33
Doe	John108	9758749627	10th	44	33	11
Doe	John144	9166324585	9th	44	33	22
Doe	John170	9636921087	10th	25	22	44
Doe	John264	9867707345	10th	25	56	11
Doe	John268	9620467890	10th	25	33	22
Doe	John293	9054670111	10th	33	44	22
Doe	John300	9528206004	10th	22	42	33
Doe	John315	9994762261	10th	8	33	22
Doe	John338	9174298862	10th	44	25	11

Create a Report.

Download Report ✕

Download

Report Name



You Can Create Reports Like This. Click on the Cells at the Bottom that you want to “average”. Clean up decimal places.

Roster View: PreACT Secure, Duskwood High School, 2022-2023
Showing students who are Not Voided

Last Name	First Name	Student ID	Grade	Science		
				Interpretation of Data	Scientific Investigation	Evaluation of Models, Inferences & Experimental
				Percent Correct	Percent Correct	Percent Correct
Doe	John015	9852917852	10th	56	85	22
Doe	John061	9474932290	10th	50	67	44
Doe	John083	9559444317	9th	22	25	22
Doe	John085	9376459183	10th	33	44	44
Doe	John100	9463526693	10th	67	67	67
Doe	John100	9781874046	9th	8	22	67
Doe	John102	9863903263	10th	58	33	33
Doe	John108	9758749627	10th	44	33	11
Doe	John144	9166324585	9th	44	33	22
Doe	John170	9636921087	10th	25	22	44
Doe	John264	9867707345	10th	25	56	11
Doe	John268	9620467890	10th	25	33	22
Doe	John293	9054670111	10th	33	44	22
Doe	John300	9528206004	10th	22	42	33
Doe	John315	9994762261	10th	8	33	22
Doe	John338	9174298862	10th	44	25	11
Doe	John390	9303166918	10th	67	56	56
Doe	John411	9587032740	10th	0	0	0
Doe	John425	9672725979	9th	42	33	22
Doe	John435	9441089540	10th	33	11	22
Doe	John440	9779826929	10th	11	33	0
Doe	John461	9333630934	10th	33	42	67
Doe	John491	9422236238	9th	17	44	22
Doe	John522	9784470906	10th	22	50	33
Doe	John528	9775614771	10th	25	0	22
Doe	John541	9063765626	9th	11	17	33

The screenshot shows the Microsoft Excel interface. The 'Formulas' ribbon is selected and highlighted with a red box. Within the 'Formulas' ribbon, the 'Number' group is visible, and the 'Decrease Decimal' button (represented by a minus sign and a decimal point) is highlighted with a red box. A red arrow points from the 'Formulas' ribbon to this button. Below the ribbon, the formula bar shows the formula `=AVERAGE(E86:E94)`. The spreadsheet below shows a table of student data with columns for Last Name, First Name, Student ID, Grade, and three Science categories. The bottom row of the table shows the average values for each category: 48.7, 70.6, and 51.3. The cell containing 48.7 is highlighted with a red box.

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



You Can Create Reports Like This. Click on the Cells at the Bottom that you want to “average”. Clean up decimal places.

Roster View: PreACT Secure, Duskwood High School, 2022-2023
Showing students who are Not Voided

Last Name	First Name	Student ID	Grade	Science		
				Interpretation of Data	Scientific Investigation	Evaluation of Models, Inferences & Experimental
				Percent Correct	Percent Correct	Percent Correct
Doe	John015	9852917852	10th	56	85	22
Doe	John061	9474932290	10th	50	67	44
Doe	John083	9559444317	9th	22	25	22
Doe	John085	9376459183	10th	33	44	44
Doe	John100	9463526693	10th	67	67	67
Doe	John100	9781874046	9th	8	22	67
Doe	John102	9863903263	10th	58	33	33
Doe	John108	9758749627	10th	44	33	11
Doe	John144	9166324585	9th	44	33	22
Doe	John170	9636921087	10th	25	22	44
Doe	John264	9867707345	10th	25	56	11
Doe	John268	9620467890	10th	25	33	22
Doe	John293	9054670111	10th	33	44	22
Doe	John300	9528206004	10th	22	42	33
Doe	John315	9994762261	10th	8	33	22
Doe	John338	9174298862	10th	44	25	11
Doe	John390	9303166918	10th	67	56	56
Doe	John411	9587032740	10th	0	0	0
Doe	John425	9672725979	9th	42	33	22
Doe	John435	9441089540	10th	33	11	22
Doe	John440	9779826929	10th	11	33	0
Doe	John461	9333630934	10th	33	42	67
Doe	John491	9422236238	9th	17	44	22
Doe	John522	9784470906	10th	22	50	33
Doe	John528	9775614771	10th	25	0	22
Doe	John541	9063765626	9th	11	17	33

The screenshot shows the Microsoft Excel interface. The 'Formulas' ribbon is selected and highlighted with a red box. Within the 'Formulas' ribbon, the 'Number' group is also highlighted with a red box. The formula bar displays the formula `=AVERAGE(E86:E94)`. The spreadsheet below shows a table of student scores. A red arrow points from the 'Formulas' ribbon to the cell E95, which contains the average value 48.7. The table data is as follows:

	A	B	C		E	F	G
76	Kay	Mary585	9192407113	10th	33	44	22
77	Kay	Mary588	9181475536	10th	78	67	44
78	Kay	Mary599	9711986561	10th	11	50	33
79	Kay	Mary608	9547346668	9th	33	42	56
80	Kay	Mary618	9875288946	10th	25	22	11
81	Kay	Mary764	9164113664	10th	0	33	22
82	Kay	Mary775	9836145665	9th	0	0	0
83	Kay	Mary850	9647627162	10th	42	22	22
84	Kay	Mary856	9328558323	10th	67	56	33
85	Kay	Mary857	9019415331	9th	0	0	0
86	Kay	Mary875	9002849665	10th	17	67	56
87	Kay	Mary911	9207487566	9th	22	58	22
88	Kay	Mary919	9100129104	10th	44	67	33
89	Kay	Mary923	9133440323	10th	78	67	44
90	Kay	Mary955	9409970348	10th	44	50	44
91	Kay	Mary978	9980537004	10th	25	56	11
92	Kay17903	Mary17903	9000450412	10th	8	0	0
93	Kay53712	Mary53712	9000523090	9th	100	100	100
94	Kay62004	Mary62004	9000885004	9th	100	100	100
95					48.7	70.6	51.3

Review. Why focus on Interpretation of Data?

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	

What is, “Interpretation of Data”? It’s in the [Technical Manual](#).

Interpretation of Data

- Students manipulate and analyze scientific data presented in tables, graphs, and diagrams (e.g., recognize trends in data, translate tabular data into graphs, interpolate and extrapolate, and reason mathematically).

Passage II

Substances in the atmosphere, such as Cu^{2+} , Zn^{2+} , Cl^- , and SO_4^{2-} ions, are carried down to Earth’s surface by precipitation. This process is known as *wet deposition*. Cu^{2+} and Zn^{2+} ions are put into the atmosphere by high-temperature combustion processes. The presence of Cl^- and SO_4^{2-} ions in the atmosphere can be attributed to road-salt dust and electrical power generation, respectively.

Study 1

A rain gauge, placed on the roof of a 1-story building, at a specific urban site was used to collect precipitation over a 12-month period. At the same time each evening, the amount of precipitation in the rain gauge was recorded, after which the collected precipitation was emptied from the gauge and stored. (Assume no measurable evaporation occurred during any day.) Figure 1 shows the measured monthly precipitation in centimeters.

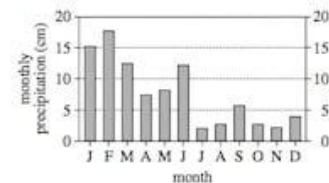


Figure 1

At the end of each month, all the samples collected during that month were mixed, and some of this combined sample was analyzed for the concentrations of Cu^{2+} and Zn^{2+} ions. Using these data, the monthly wet deposition of each substance, in micrograms (μg) per meter², was calculated (see Figure 2).

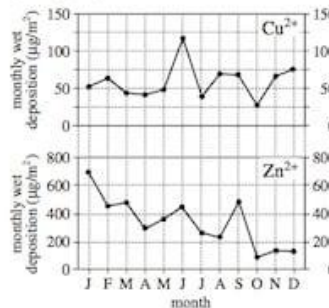


Figure 2

Study 2

Another portion of the combined sample for each month was analyzed for the concentrations of Cl^- and SO_4^{2-} ions. Using these data, the monthly wet deposition of each substance, in milliequivalents (meq) per m², was calculated (see Figure 3).

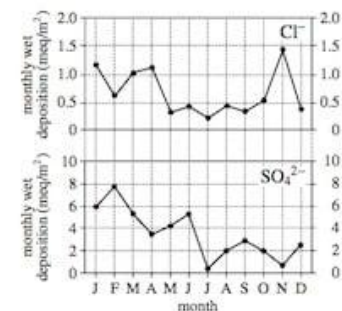


Figure 3

Study 3

The *annual wet deposition* of Cu^{2+} and of Zn^{2+} for the 12-month period, in $\mu\text{g}/\text{m}^2$, was calculated for the urban site (the source of the Cu^{2+} and Zn^{2+}) and also for Rural Sites 1 and 2, located 50 km and 100 km east, respectively, of the urban site (see Figure 4).

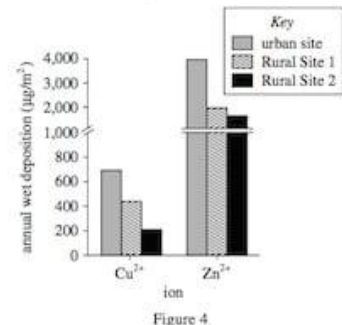


Figure 4

Figures adapted from Kathryn Gonko et al., “Atmospheric Wet Deposition of Trace Elements to a Suburban Environment, Reston, Virginia, USA.” ©2004 by Elsevier, Ltd.

So, our goal then, should be to work toward more practice on “Interpretation of Data” type questions.

Bell Ringers for the ACT®



Bell Ringers for the ACT®



Science Foundations, Set 01 Passage

Passage I

Ecological succession is the way species change composition in an area over time. For example, a grassland may eventually become populated by trees.

Ecologists have conducted a study of Brazilian rainforests that have been subjected to slash-and-burn agriculture. The Brazilian natives burn the rainforest and use the resulting highly fertilized land for farming. After many years, wildlife and vegetation begin to return to the area.

Table 1 shows the various bird species, dominant (most prevalent) plants, as well as the successional time in years of various plots of rainforest subjected to slash-and-burn agriculture.

The estimated changes in net productivity (measured as grams of organic mass produced per square meter per year [$g/m^2/yr$]) of plants on the plots of land studied are shown on Figure 1. Note that the successional periods are indicated at the bottom of the chart and are named based on the dominant plants during each time period.

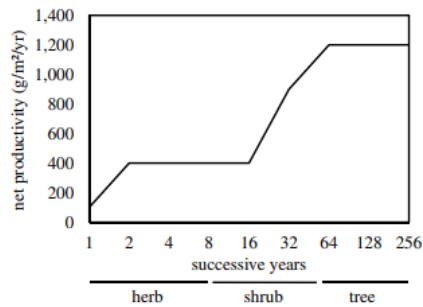


Figure 1

After six years of successional time, about how much organic mass is produced per square meter per year?

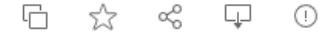
- A 110 $g/m^2/yr$
- B 410 $g/m^2/yr$
- C 500 $g/m^2/yr$
- D 800 $g/m^2/yr$

Successional time (yr)	1	5	15	20	25	35	60	100	150
dominant plants									
bird species									
	weeds	grasses	shrubs				small trees		canopy trees
Ground thrush	shaded								
Boatbill		shaded							
Cicada bird			shaded						
Cockatoo				shaded					
Friarbird			shaded						
Quail			shaded						
Scrubwren				shaded					
Noisy pitta				shaded					
Wompoo pigeon					shaded				
Brown pigeon						shaded			
Sacred ibis							shaded		
Straw-necked ibis								shaded	
Yellow-faced honeyeater									shaded
Spotless crane									
Dollarbird									
Channel-billed cuckoo									
Black-faced cuckoo shrike									
Darter									
Emerald dove									

A shaded box indicates that birds were present in a density of at least one pair per 20 acres.

Searchable Standards with Score Ranges.

Content Standards and Ideas for Progress by [ACT Education Corp.](#)



How to Use This Tool | Content Standards Dashboard | **Ideas for Progress Dashboard** | Downloadable Curriculum Wor...



ACT Content Standards for Science

Skills Demonstrated within Select ACT College and Career Readiness Standards (CCRS) Score Range(s)

Reporting Category	Content Substrand	Score Range	Standard Description
Interpretation of Data (IOD)	N/A	13-15	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.
		16-19	IOD 301. Select two or more pieces of data from a simple data presentation.
			IOD 302. Understand basic scientific terminology.
			IOD 303. Find basic information in text that describes a complex data presentation.
			IOD 304. Determine how the values of variables change as the value of another variable changes in a simple data presentation.

Select Content Area

Science

Select ACT Score Range(s)

- 13-15
- 16-19
- 20-23
- 24-27
- 28-32
- 33-36

Select Reporting Category/Category

- (All)
- Interpretation of Data (IOD)
- Scientific Investigation (SIN)
- Evaluation of Models, Inferenc...

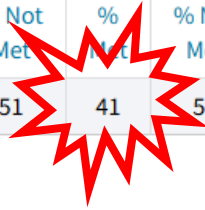
Select Content Sub-Strand(s)
(English and Reading Only)

- (All)
- N/A

Search for Keywords in Standard D...
(click 'x' to undo search)

The Math Conundrum.

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
2024-2025	Spring	338	21.7	47	53	44	56	58	42	49	51	41	59	53	47	49	51	49	51



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 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 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

Staff Applications:



- Work in teams/subject areas to discuss ways to incorporate the standards.
- Get a poster in each room.
- Curriculum Worksheets/Ideas for Progress!
- SLO Goals!
- Share methods being used at your school if you've already implemented this type of activity.

Classroom Applications:



- Discuss/Illustrate an ACT standard in class. Pick one that has value and practicality for all students.
- Try an assessment item that tests this standard.
- Incorporate into classroom assessments and share/identify individual student strengths and weaknesses.
- Bell Ringers, Ticket to leave, etc.
- Pick an area of need that merits a weekly 20-minute focus. For example: Science vocabulary.
- Review content with juniors that they may have had years ago.

Break Time



ACT[®]

What ELSE Can We Learn?

Part 2: PreACT 8/9 and PreACT.
Extra data all year long!



Optional: PreACT Trends and Data.

“Average Fall *PreACT* Scores” 9th (Optional)

Year	Comp School	Math School	Science School	English School	Reading School
2021-22					
2022-23					
2023-24					
2024-25					
2025-26					

“Average Fall *PreACT* Scores” 11th (Optional)

Year	Comp School	Math School	Science School	English School	Reading School
2021-22					
2022-23					
2023-24					
2024-25					
2025-26					

“Average Fall *PreACT* Scores” 10th (Optional)

Year	Comp School	Math School	Science School	English School	Reading School
2021-22					
2022-23					
2023-24					
2024-25					
2025-26					

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 interface. At the top, there is a dropdown menu labeled "Program:" with "PreACT" selected. Below this is a horizontal navigation bar with four tabs: "Roster", "Summary", "Data Tools", and "Download Hub". The "Summary" tab is currently active. 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 "Data Tools" tab: one points to the "Data Tools" text, and the other points to the "Item Response Summary (District)" box.

PreACT and PreACT 8/9 Actual Item Analysis

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

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.

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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.

Species	Average abundance (organisms/m ³) 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)

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GO ON TO THE NEXT PAGE.

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?

5. Was the average annual pH for Harp Lake from 1991 through 1997 acidic or basic?

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?

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. decreased only.
B. increased only.
C. decreased and then increased.
D. increased and then decreased.

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.

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

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

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

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 <small>Classroom</small>		
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%
What is the question asking? The question was asking to find an equivalent expression to $x^2 + 5x - 6$.		
What could have been difficult about the question for you? 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](#)

Staff Item Analysis (Kelly Lam)

PreACT 2026 Item Analysis Guide

PLEASE MAKE A COPY AND SHARE IT WITH (Insert Leadership Names Here). BE SURE TO ADD YOUR DEPARTMENT NAME WHEN YOU MAKE THE COPY.

Using the [PreACT 25-26 Item Analysis Data - insert your school data here](#), as a department consider which PreACT subject test over which you could have the biggest impact.

Each subject test item analysis is on a different tab, and then is sorted by reporting category and grade. Within your chosen test, consider at least 3 questions per reporting category. For each question:

- Locate and read the student facing questions in the PreACT Unsecure test booklet
- Consider the content contained within the question and what opportunities students have to encounter the content within your course(s)
- Consider the responses students gave and the correct response
- Consider how the number of students who answered the questions correctly changed between grade levels
- Consider how you (individually and as a department) could impact student learning related to the content of the selected question

Department:

Subject Test: [Select One](#)

Question Number:	Reporting category:	
What is the question asking students to do/know?		
What could have been difficult about the question for students?		
9th grade	10th grade	11th grade
% <u>correct</u> :	% <u>correct</u> :	% <u>correct</u> :
How could you impact student learning related to the content of this question?		

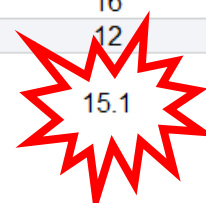
Let's Get Ready: Growth and Goal Setting.



Once I've averaged my Secure Data, what kinds of goals can I set?

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

Set a goal: 50%?



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

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	

Worksheet #5 – PreACT Secure Benchmarks and Growth (Year over Year and Within Year)

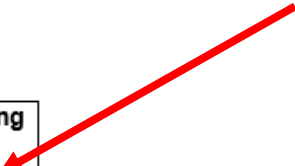
PreACT Secure Scores” Current 9th (Class of 2029)

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
2025-26													

PreACT Secure Scores” Current 10th (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													
2025-26													


“%Close” can be found on the previous chart from the technical manual.



PreACT Secure Scores” Current 11th (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													
2025-26(ACT)													

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



Using the Predicted Range...

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



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

- 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
Hermsen	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

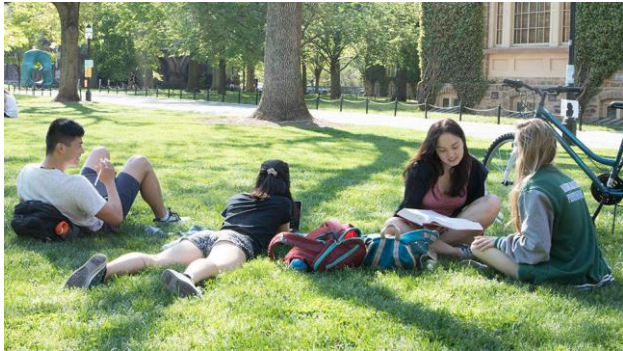
Met Goal 9/14 (64%)

Percent Met Goals/Incentives

Year	Admin	Composite		Meeting Any 3 or 4 Benchmarks		English		Math		Reading		Science		STEM		
		Valid Number	Mean Score	% Met	Mean Score	Benchmark	Mean Score	Benchmark	Mean Score	Benchmark	Mean Score	Benchmark	Mean Score	Benchmark	Mean Score	Benchmark
						% Met		% Met		% Met		% Met		% Met		% Met
2024-2025	Spring	772	18.5	41	16.4	65	19.3	50	19.5	42	18.2	41	19.0	25		
2024-2025	Spring	387	17.7	39	15.7	67	18.4	47	18.8	43	17.3	41	18.1	21		
2024-2025	Spring	385	19.3	44	17.0	63	20.2	54	20.3	42	19.0	42	19.8	30		

Year	Admin	Composite		Meeting Any 3 or 4 Benchmarks		English		Math		Reading		Science		STEM		Writing		ELA	
		Valid Number	Mean Score	% Met	Mean Score	Benchmark	Mean Score	Benchmark	Mean Score	Benchmark	Mean Score	Benchmark	Mean Score	Benchmark	Mean Score	Benchmark	Mean Score	Mean Score	ELA Benchmark
						% Met		% Met		% Met		% Met		% Met		% Met			% Met
2025-2026	Spring	367	20.8	45	20.0	61	21.4	46	20.7	47	21.3	46	21.6	27	7.5	20.4	57		

Set Group Goals/Incentives



The senior class had the highest ACT scores in the Marawood Conference. Here is a picture of our seniors and staff celebrating this amazing accomplishment.

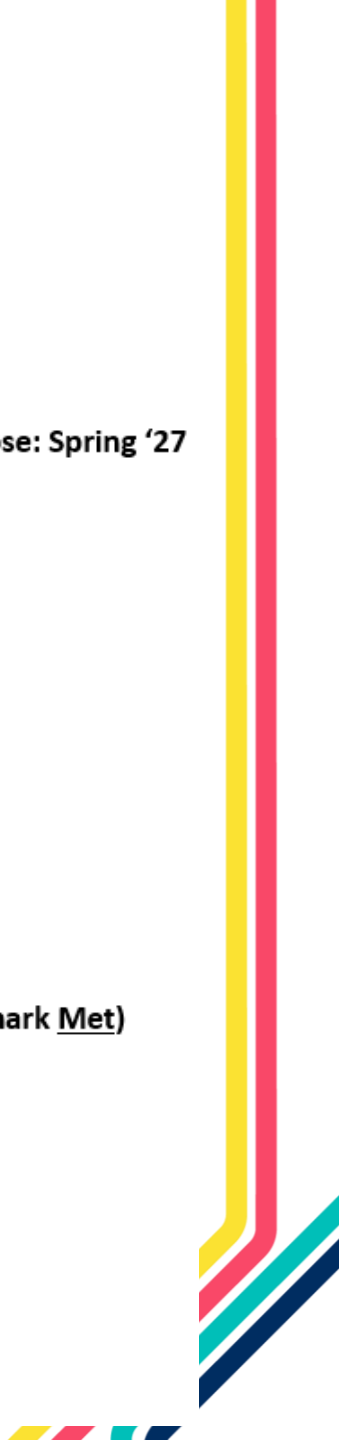
ACT State Contract Data PreACT Secure Summary Tab Worksheet 6

Current 9th Grade (Chart 12) “% Goals 2027”

Subject	% at, or Close: Spring '26	Goal % at, or Close: Spring '27
English	_____	_____
Math	_____	_____
Reading	_____	_____
Science	_____	_____

Current 10th Grade (Chart 13) “% Goals 2027”

Subject	% Met Spring '26	Goal % for '27 (ACT Benchmark Met)
English	_____	_____
Math	_____	_____
Reading	_____	_____
Science	_____	_____





Learning and Professional Services

Educator Readiness: When
was the last time YOU took
the ACT ?

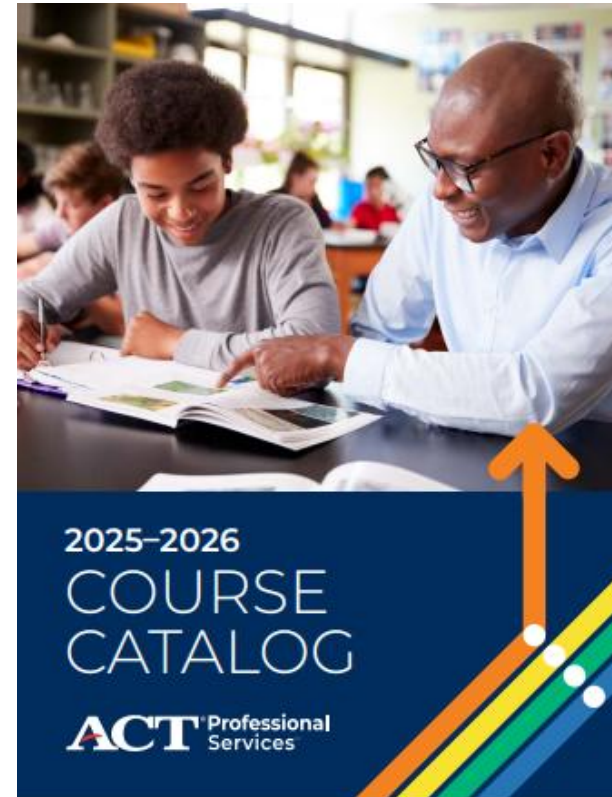
ACT[®]

ACT Professional Services Workshops

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

*Teaching and Learning Workshops include:

- ACT Basics
- Anchoring Your Curriculum
- Strengthening Reading Comprehension
- Connecting Multiple ACT Assessments' Data for Focused Student Success
- PreACT and ACT Data: Stronger Together
- AOP 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

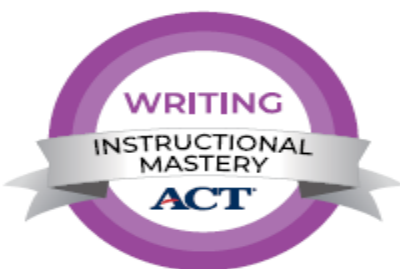
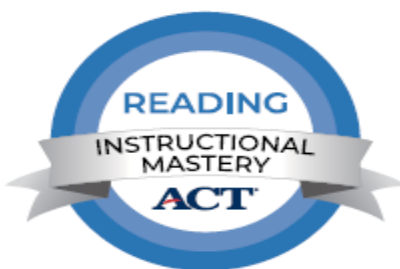


Onsite (0454NR23FE)
3 hours

Capacity: 50

ACT INSTRUCTIONAL MASTERY

AT A GLANCE



Y

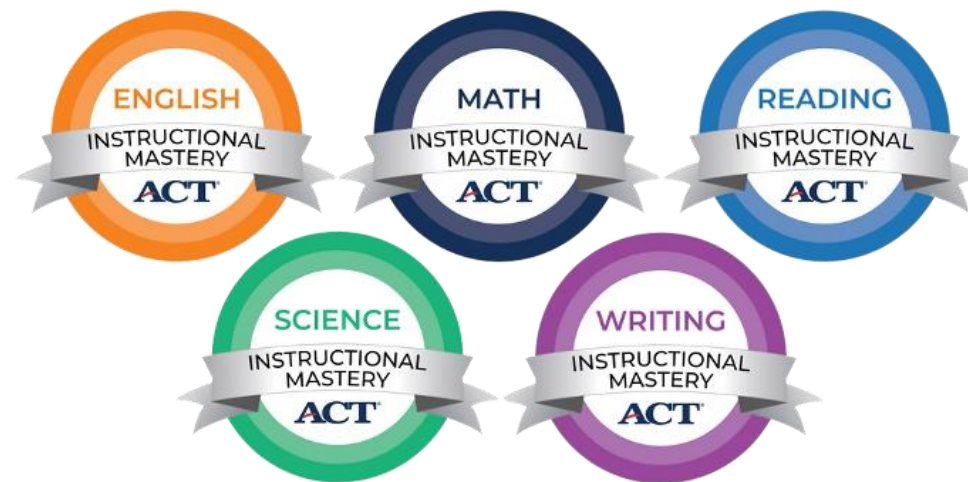
Overview

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.

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[®] Instructional
Mastery

What is ACT Instructional Mastery(AIM)?

- 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.
- Makes ACT support more equitable for students who don't have access to private tutoring outside school.
- Courses available Onsite or Online.
- AIM provides educators with teaching strategies that can be integrated immediately into regular classroom instruction while also boosting teacher knowledge, skills, and confidence.

AIM Preplanned Dates.



May Evening Sessions (all four evenings required)

Date	Session	Time	Registration Deadline
May 4-7	English	4:30 p.m. - 7:30 p.m. Central Time	April 24, 2026
May 4-7	Math	4:00 p.m. - 7:30 p.m. Central Time	April 24, 2026
May 11-14	Reading	4:30 p.m. - 7:30 p.m. Central Time	May 01, 2026
May 11-14	Science	4:30 p.m. - 7:30 p.m. Central Time	May 01, 2026

June Daytime Sessions

Date	Session	Time	Registration Deadline
Jun 8-9	English	9:00 a.m. - 3:30 p.m. Central Time	May 29, 2026
Jun 8-9	Math	8:00 a.m. - 3:30 p.m. Central Time	May 29, 2026
Jun 10-11	Reading	9:00 a.m. - 3:30 p.m. Central Time	May 29, 2026
Jun 10-11	Science	9:00 a.m. - 3:30 p.m. Central Time	May 29, 2026
Jun 15-16	Writing	9:00 a.m. - 3:30 p.m. Central Time	June 05, 2026

July Daytime Sessions

Date	Session	Time	Registration Deadline
Jul 27-28	English	9:00 a.m. - 3:30 p.m. Central Time	July 17, 2026
Jul 27-27	Math	8:00 a.m. - 3:30 p.m. Central Time	July 17, 2026
Jul 29-30	Reading	9:00 a.m. - 3:30 p.m. Central Time	July 17, 2026
Jul 29-30	Science	9:00 a.m. - 3:30 p.m. Central Time	July 17, 2026

Student Readiness

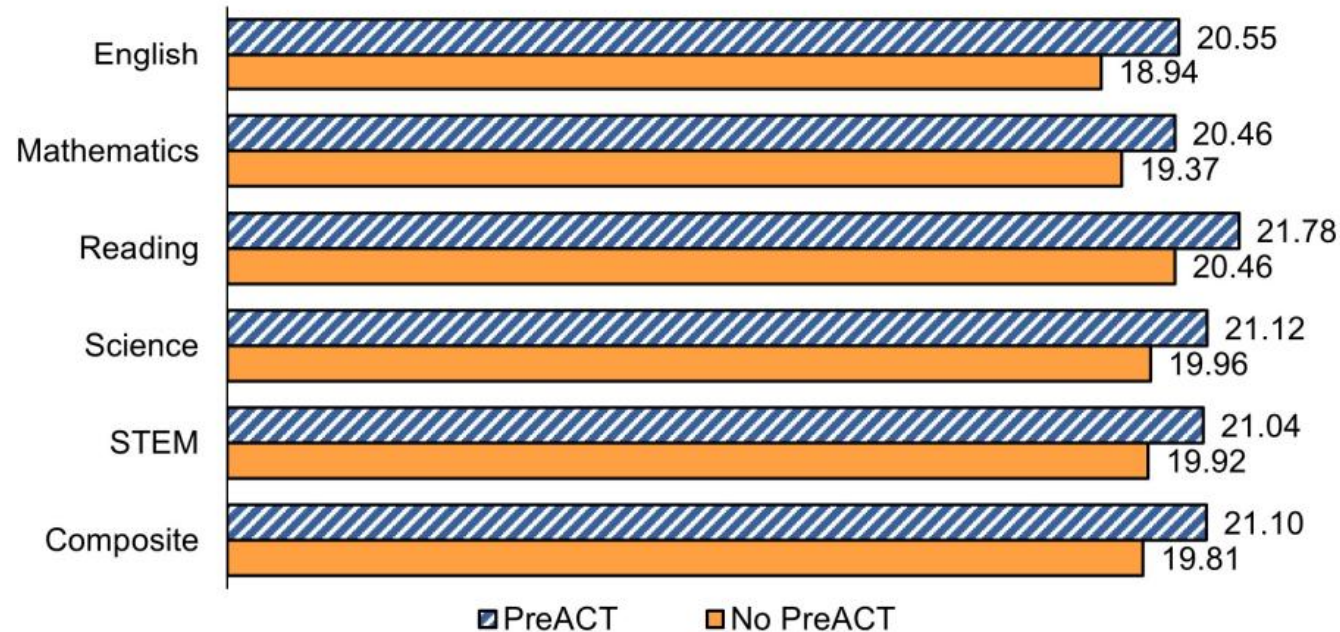
Students Need to
Practice.



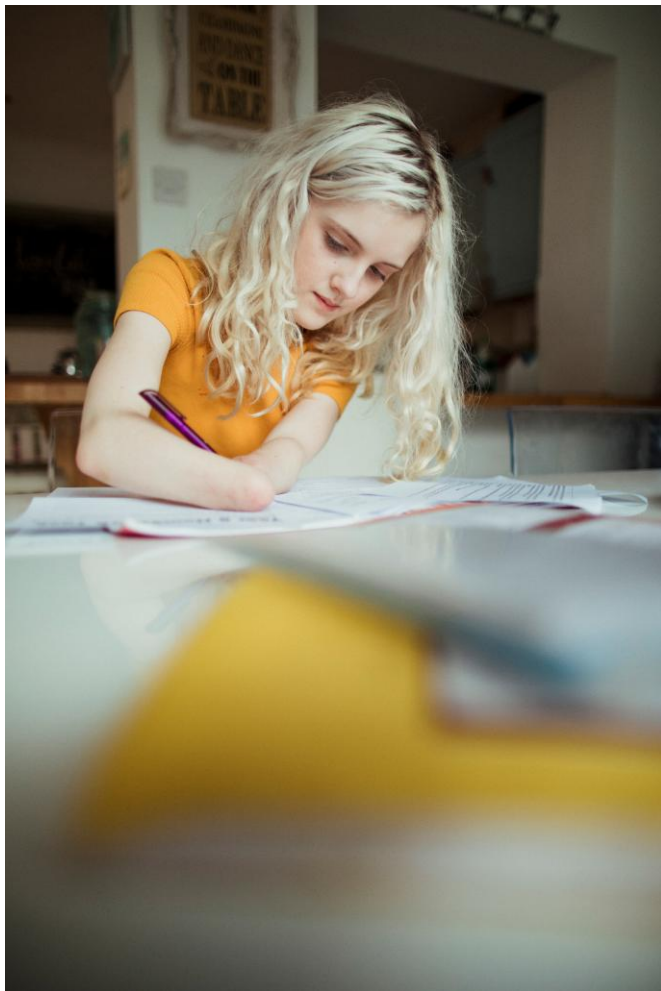
Taking PreACT Leads to Success on the ACT

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](#)



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.



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



NEW: Equitable Access

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



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



NEW: Video Lessons

Microvideos create a captivating and intuitive learning experience.



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.



Message Readiness

Use the Data in Positive
Messages to
Stakeholders.



Recognition and Creating a Culture.

I'm sure many of you have this:



But how many of you have this?



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

- Spring to Spring
- Came closer to state average.
- Improved in a subject area.
- 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



ACT Rising Stars Program



TOP 3%

97th Percentile and Higher
in U.S. Rank



NEXT 4% TO 10%

96th to 90th Percentile
in U.S. Rank



NEXT 11% TO 50%

89th to 50th Percentile
in U.S. Rank



District Readiness

Form a Comprehensive Plan



Have a Plan!

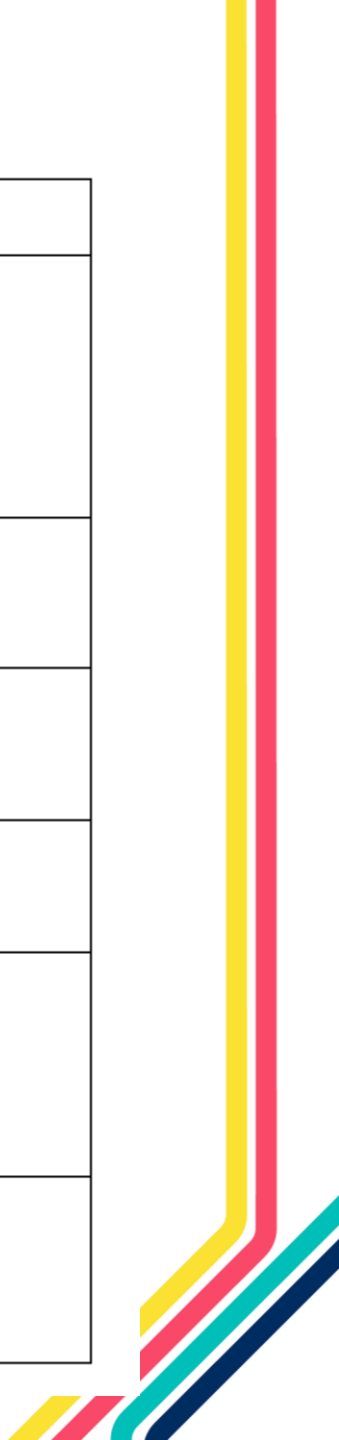


A plan for assessment should satisfy the following criteria:

- 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 8th 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
Grade 8		Many schools give students entering high school the PreACT 8/9 on orientation day in spring. They include an interest inventory to help students plan their schedules and career. Rising Stars program gives recognition.	
Freshman		PreACT 8/9 or PreACT, again with the interest inventory.	
Sophomore		PreACT. Use Item Analysis to adjust learning targets and curriculum.	
Junior		PreACT, Fall District Test, AOP 2.0 with a site license to be used with all grades.	
Senior		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.	
Staff		To help staff better prepare students for testing, and to make classrooms more effective, ACT provides professional development workshops and A.I.M.	



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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(920)750-4963

