EXPLORE® / PLAN®

Linkage Report

EXPLORE 2008-09 Tested 8th Graders Matched with 2010-11 PLAN-Tested Sophomores

KALKASKA HIGH SCHOOL
KALKASKA, MI
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ACT®

TABLE OF CONTENTS

Section 1: College Readiness and Student Preparation

Overview

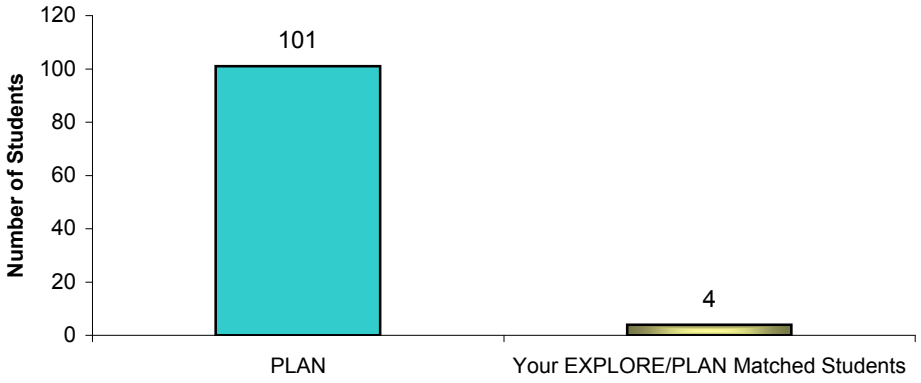
This report provides information about your students who took both EXPLORE in grade 8 and PLAN in grade 10 (Your EXPLORE/PLAN Matched Students). It summarizes their academic progress toward college readiness, and compares your students' progress to that of a national group of students who also took both tests (National EXPLORE/PLAN Matched Students).

ACT encourages educators to focus on trends (3, 5, 10 years), not year-to-year changes. Such changes can represent normal – even expected – fluctuations. On the other hand, trend lines offer more insight into what is happening in a school, district, state, or nation.

Further, ACT encourages educators to measure student performance in the context of college readiness measures. The focus should be on the number and percentage of students meeting or exceeding ACT's College Readiness Benchmark Scores, a measure that is much more meaningful and understandable than an average composite score for a group of students. More on College Readiness Benchmark Scores can be found on page 2.

Figure 1.1 presents the number of your students who took the PLAN test and both the EXPLORE and PLAN tests (Your EXPLORE/PLAN Matched Students). This report is about your 4 EXPLORE/PLAN matched students.

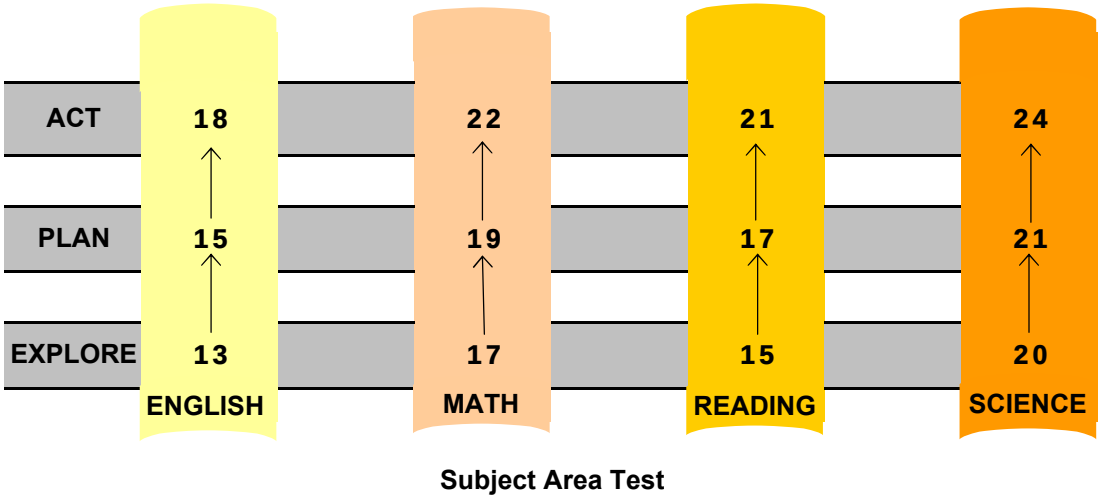
Figure 1.1: Number of Your Students Who Took PLAN and Both EXPLORE and PLAN



Action Steps for Helping Your Students

Throughout this report you will see highlighted boxes like this one filled with specific action steps for helping your students improve their academic performance.

Figure 1.2: ACT's College Readiness Benchmark Scores



What Is College Readiness?

College Readiness refers to the level of student preparation needed to be ready to succeed—without remediation—in an introductory level course at a two- or four-year institution, trade school, or technical school. A College Readiness Benchmark Score is the minimum score needed on an ACT subject-area test to indicate a 50% chance of obtaining a B or higher or about a 75% chance of obtaining a C or higher in the corresponding credit-bearing college courses. The corresponding credit-bearing college course used to determine College Readiness Benchmark Scores for English was College English Composition, for Math was College Algebra, for Reading was Social Studies, and for Science was College Biology. These scores were empirically derived based on the actual performance of students in these college courses. The EXPLORE and PLAN College Readiness Benchmark Scores are based on the ACT College Readiness Benchmark Scores. They reflect students' expected growth from EXPLORE to PLAN to the ACT and assume sustained academic effort throughout high school.

How Can You Identify Students Who May Be Under-Prepared for College?

EXPLORE, PLAN, and the ACT allow for early identification of students who are at risk for entering college unprepared. Figure1.2 illustrates the College Readiness Benchmark Scores for each of the four tests that comprise EXPLORE, PLAN and the ACT - English, Math, Reading, and Science. As students advance through school, the benchmarks increase to ensure adeqate preparation for the next step in their schooling without remediation. Those students who do not meet the EXPLORE and/or PLAN benchmarks should examine their course-taking patterns and may also need additional interventions to meet the ACT benchmarks - a predictor of college success.

Section 2: Academic Performance and College Readiness

Figures 2.1 through 2.5 on the next two pages show the percent of your Local EXPLORE/PLAN Matched Students who met or exceeded the College Readiness Benchmark Scores for the four academic tests: English, Mathematics, Reading, and Science. Your students' progress is compared to that of all National EXPLORE/PLAN Matched Students in relation to the College Readiness Benchmark Scores.

Figures 2.6 through 2.9 on pages 6 through 9 display the frequencies, means, and standard deviations of your Local EXPLORE/PLAN Matched Students who met or did not meet the College Readiness Benchmark Scores in the four academic tests: English, Mathematics, Reading, and Science. Your students' progress is compared to the progress of all National EXPLORE/PLAN Matched Students who met or did not meet the College Readiness Benchmark Scores.

Students who fall below EXPLORE or PLAN College Readiness Benchmark Scores are likely not demonstrating the skills and knowledge necessary to be on track to be successful in an introductory level college course in that subject area.

Questions to Consider:

- Does the percentage of your students meeting PLAN Benchmark Scores exceed the percentage of your students meeting EXPLORE Benchmark Scores?
- How does the percentage of your students meeting Benchmark Scores compare to that of students nationally?
- How do the average EXPLORE and PLAN scores of your students meeting and not meeting Benchmark Scores compare to students nationally?

Action Steps:

- Using ACT's College Readiness Standards (see pages 10 through 15), review your curriculum to make sure that course content critical to college success is covered.
- Require all students to take at least a minimum core curriculum of four years of English, as well as three years each of math, social studies, and science.
- Encourage all students to take additional advanced coursework beyond the minimum core curriculum.

Figure 2.1: Matched Students Meeting College Readiness Benchmark Scores - ENGLISH

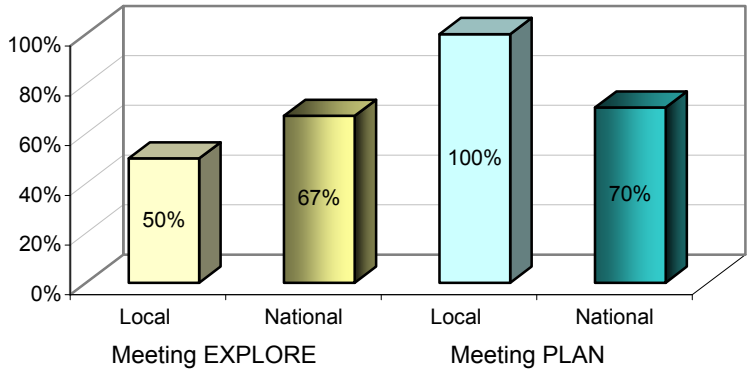


Figure 2.2: Matched Students Meeting College Readiness Benchmark Scores - MATH

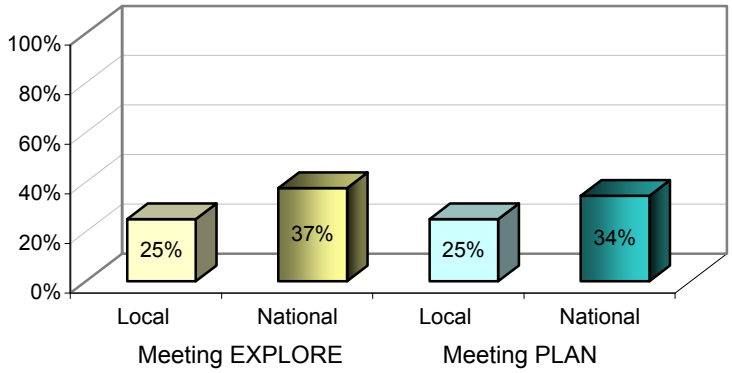


Figure 2.3: Matched Students Meeting College Readiness Benchmark Scores - READING

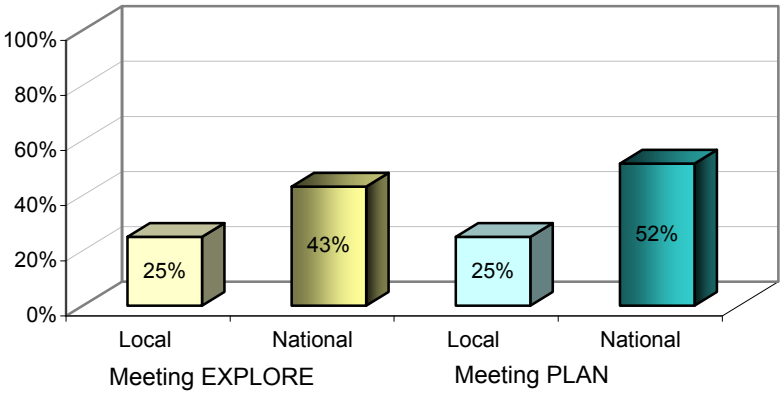
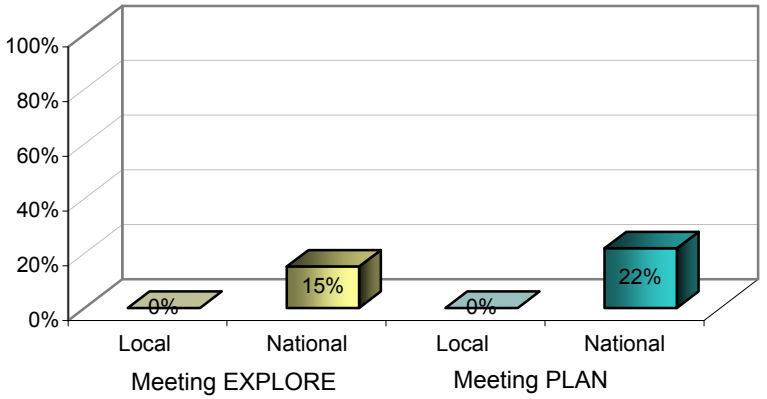


Figure 2.4: Matched Students Meeting College Readiness Benchmark Scores - SCIENCE



What to Look for:

▪Are fewer of your EXPLORE/PLAN matched students meeting the benchmark compared to the national EXPLORE/PLAN matched students?

▪Are more of your EXPLORE/PLAN matched students meeting the benchmark on PLAN than on EXPLORE?

▪Identify subject areas (English, math, reading, and science) where your students are progressing more slowly than the national EXPLORE/PLAN matched students.

*Note: This data only summarizes the students taking both EXPLORE and PLAN and may not generalize to all your students.

What to Do:

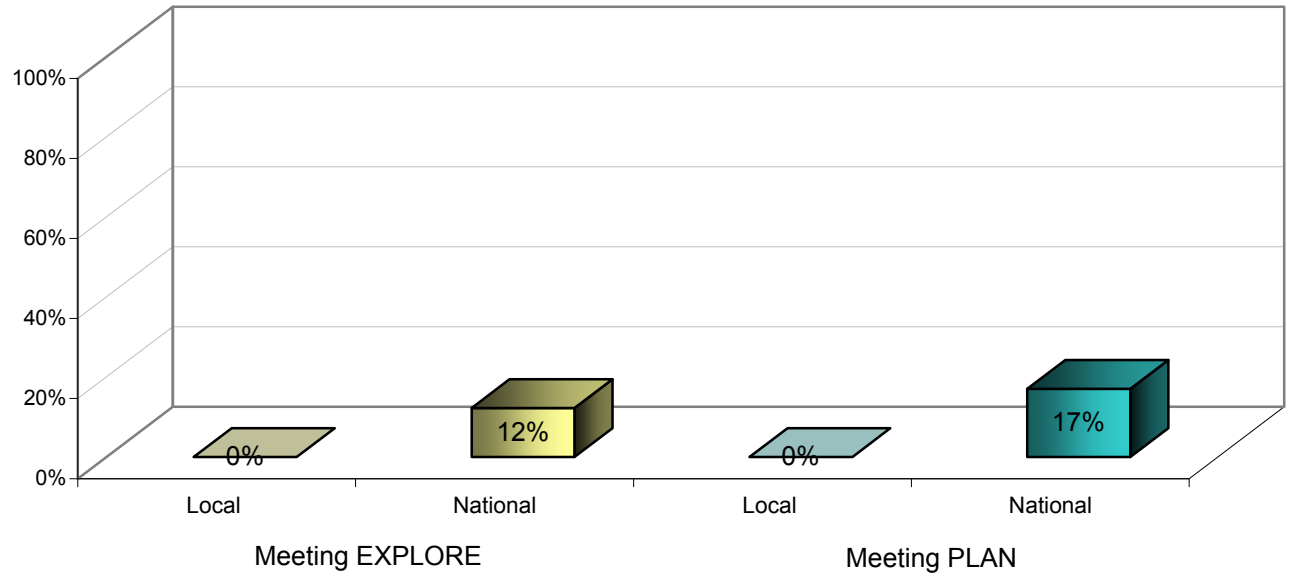
▪See ACT's *On Course for Success* report (found at www.act.org/path/policy/reports) for examples of rigorous courses in English, mathematics, reading, and science and share this information with your curriculum teams.

▪Check your curriculum for each subject area against the appropriate College Readiness Standards (see pages 12 through 15); identify what might be missing in your course content between EXPLORE and PLAN testings.

▪Require all students to take at least ACT's recommended core curriculum of four years of English and at least three years of math, social studies, and science.

▪Verify that all course content is rigorous and teaches the skills and knowledge needed for college success.

Figure 2.5: Matched Students Meeting College Readiness Benchmark Scores on All Four Tests - English, Math, Reading, and Science



What to Look for:

▪How do the percentages of your students meeting or exceeding all benchmark scores compare to the National percentages?

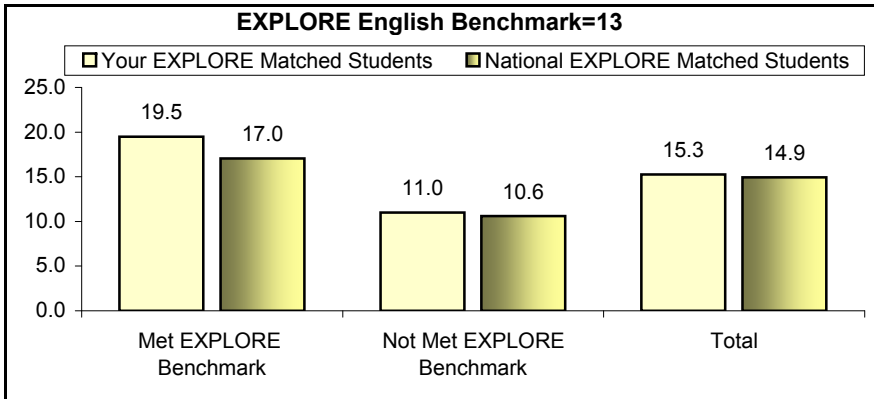
▪Are your students progressing more slowly than the National group? In which subject areas?

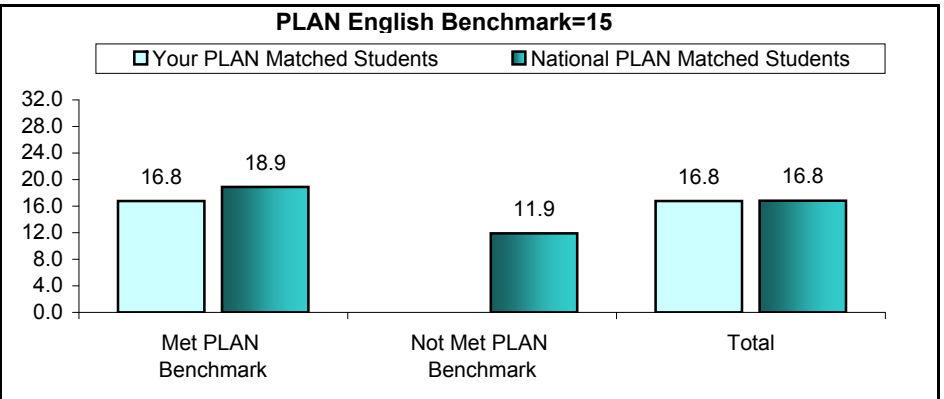
▪Are more students meeting the PLAN benchmark scores than met the EXPLORE benchmark scores?

What to Do:

▪Share this information with the appropriate staff.
▪Identify what might be missing in your course content between EXPLORE and PLAN testings using ACT's College Readiness Standards.
▪Review your high school graduation requirements to ensure that all students must take at least ACT's core curriculum.
▪Verify that all course content is rigorous and teaches the skills and knowledge needed for college and workplace success.
▪See ACT's *On Course for Success* report: (www.act.org/path/policy/reports) for examples of rigorous courses across the curriculum.
▪Consider administering rigorous end-of-course examinations to monitor standards of student performance at course and grade level.
▪Verify that all course content is rigorous and teaches the skills and knowledge needed for college success.

Figure 2.6: Means and Standard Deviations of Matched Students Who Did and Did Not Meet English Benchmark Scores on EXPLORE and PLAN





N	2	269,313		2	132,165		4	401,478	N	4	282,879		0	118,599		4	401,478
Mean	19.5	17.0		11.0	10.6		15.3	14.9	Mean	16.8	18.9		.	11.9		16.8	16.8
SD	3.54	3.25		1.41	1.39		5.38	4.10	SD	1.50	3.21		.	1.98		1.50	4.31

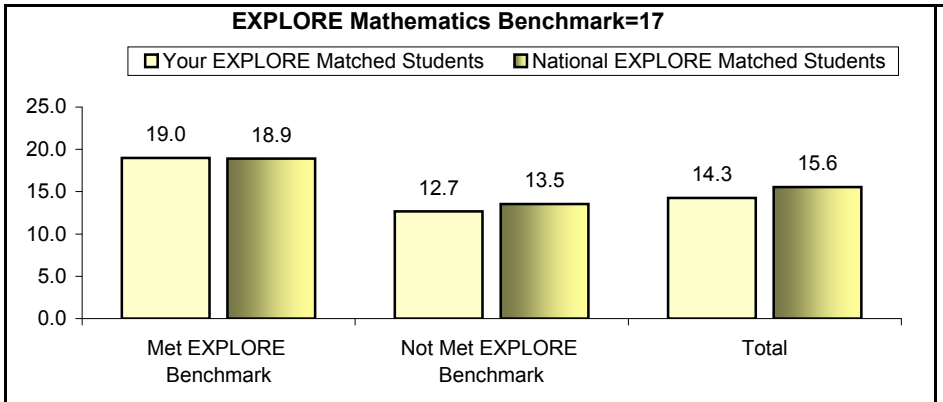
What to Look for:

- Are the means of your EXPLORE/PLAN matched students who met or did not meet benchmark scores in English higher or lower compared to the national means on EXPLORE and PLAN?
- Is the relationship of your means to the national means the same on both the EXPLORE and PLAN testings?
- Is the difference between the means for your students who met benchmark scores and those who did not meet benchmark scores similar to the difference between the national group mean differences?
- Are the number of students meeting the benchmark scores on PLAN higher or lower than the number of students meeting the benchmark scores when taking EXPLORE?

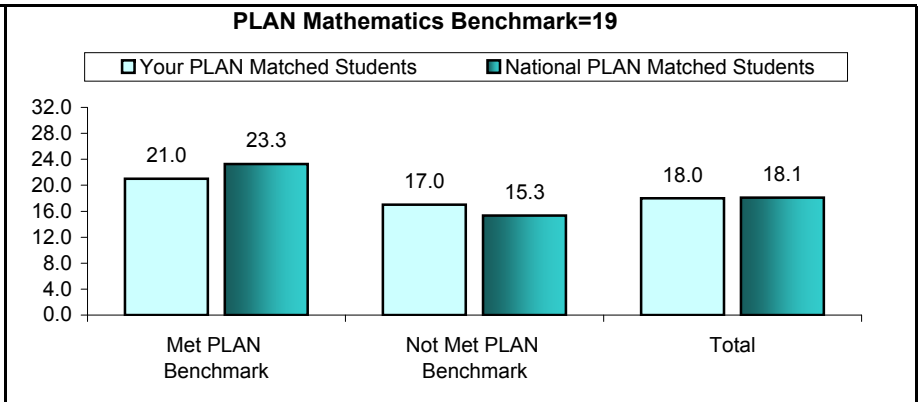
What to Do:

- Share this information with your counselors, administrators, and teachers.
- Identify what might be missing in your course content between EXPLORE and PLAN testings using ACT's College Readiness Standards reviewed on pages 10 through 15.
- Review your high school graduation requirements to ensure that all students must take at least ACT's core curriculum.
- Verify that all course content is rigorous and teaches the skills and knowledge needed for college and workplace success.
- See ACT's *College Readiness Begins in Middle School* report*:* *(www.act.org/path/policy/reports)* for information about the benefits of early planning for postsecondary pursuits.
- Consider administering rigorous end-of-semester examinations to monitor standards of student performance.

Figure 2.7: Means and Standard Deviations of Matched Students Who Did and Did Not Meet Mathematics Benchmark Scores on EXPLORE and PLAN



N	1	150,535		3	250,943		4	401,478
Mean	19.0	18.9		12.7	13.5		14.3	15.6
SD	.	2.20		4.16	2.43		4.65	3.51



N	1	138,094		3	263,384		4	401,478
Mean	21.0	23.3		17.0	15.3		18.0	18.1
SD	.	3.41		1.00	2.34		2.16	4.67

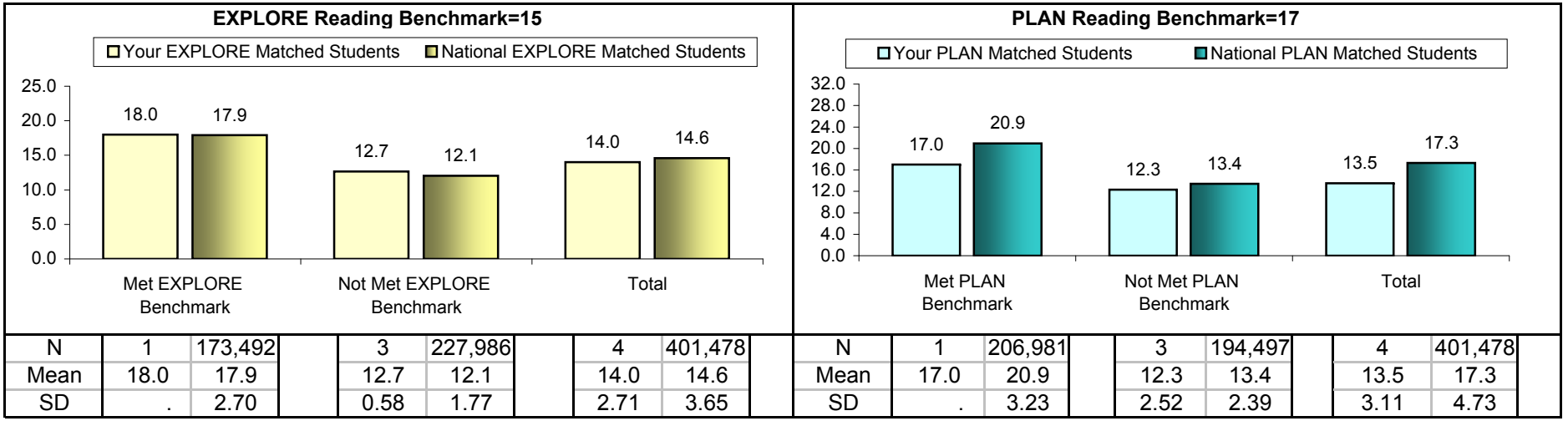
What to Look for:

- Are the means of your EXPLORE/PLAN matched students who met or did not meet benchmark scores in mathematics higher or lower compared to the national means on EXPLORE and PLAN?
- Is the relationship of your means to the national means the same on both the EXPLORE and PLAN testings?
- Is the difference between the means for your students who met benchmark scores and those who did not meet benchmark scores similar to the difference between the national group mean differences?
- Are the number of students meeting the benchmark scores on PLAN higher or lower than the number of students meeting the benchmark scores when taking EXPLORE?

What to Do:

- Share this information with your counselors, administrators, and teachers.
- Identify what might be missing in your course content between EXPLORE and PLAN testings using ACT's College Readiness Standards reviewed on pages 10 through 15.
- Review your high school graduation requirements to ensure that all students must take a minimum of ACT's core curriculum.
- Verify that all course content is rigorous and teaches the skills and knowledge needed for college and workplace success.
- See ACT's *College Readiness Begins in Middle School* report: (www.act.org/path/policy/reports) for information about the benefits of early planning for postsecondary pursuits.
- Consider administering rigorous end-of-semester examinations to monitor standards of student performance.

Figure 2.8: Means and Standard Deviations of Matched Students Who Did and Did Not Meet the Reading Benchmark Scores on EXPLORE and PLAN



N	1	173,492		3	227,986		4	401,478	N	1	206,981		3	194,497		4	401,478
Mean	18.0	17.9		12.7	12.1		14.0	14.6	Mean	17.0	20.9		12.3	13.4		13.5	17.3
SD	.	2.70		0.58	1.77		2.71	3.65	SD	.	3.23		2.52	2.39		3.11	4.73

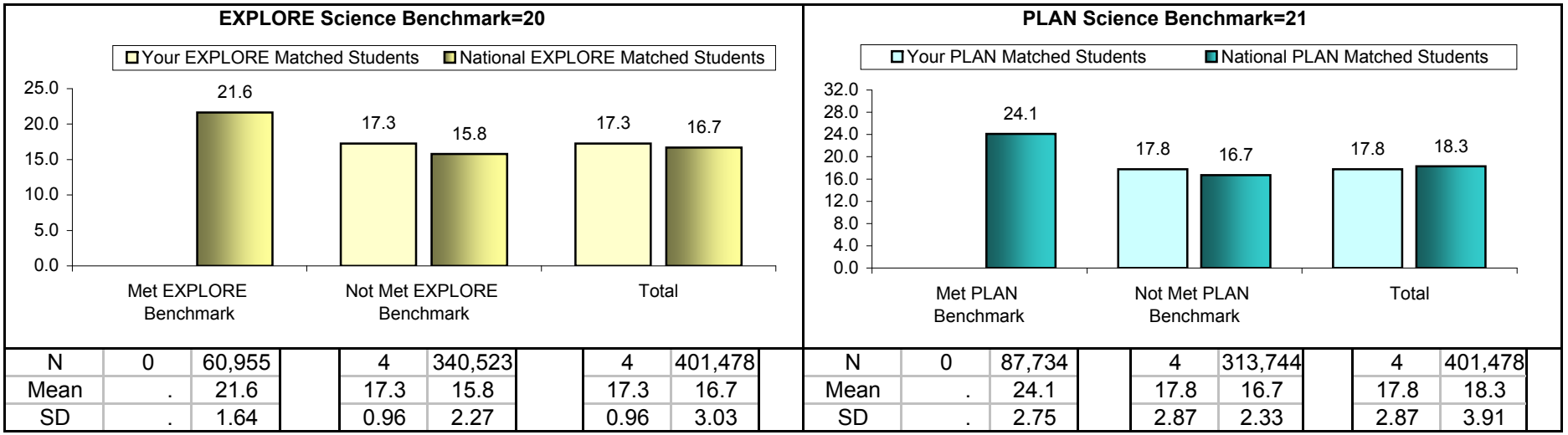
What to Look for:

- Are the means of your EXPLORE/PLAN matched students who met or did not meet benchmark scores in reading higher or lower compared to the national means on EXPLORE and PLAN?
- Is the relationship of your means to the national means the same on both the EXPLORE and PLAN testings?
- Is the difference between the means for your students who met benchmark scores and those who did not meet benchmark scores similar to the difference between the national group mean differences?
- Are the number of students meeting the benchmark scores on PLAN higher or lower than the number of students meeting the benchmark scores when taking EXPLORE?

What to Do:

- Share this information with your counselors, administrators, and teachers.
- Identify what might be missing in your course content between EXPLORE and PLAN testings using ACT's College Readiness Standards reviewed on pages 10 through 15.
- Review your high school graduation requirements to ensure that all students must take a minimum of ACT's core curriculum.
- Verify that all course content is rigorous and teaches the skills and knowledge needed for college and workplace success.
- See ACT's *College Readiness Begins in Middle School* report: (www.act.org/path/policy/reports) for information about the benefits of early planning for postsecondary pursuits.
- Consider administering rigorous end-of-semester examinations to monitor standards of student performance.

Figure 2.9: Means and Standard Deviations of Matched Students Who Did and Did Not Meet the Science Benchmark Scores on EXPLORE and PLAN



N	0	60,955		4	340,523		4	401,478	N	0	87,734		4	313,744		4	401,478
Mean	.	21.6		17.3	15.8		17.3	16.7	Mean	.	24.1		17.8	16.7		17.8	18.3
SD	.	1.64		0.96	2.27		0.96	3.03	SD	.	2.75		2.87	2.33		2.87	3.91

What to Look for:

- Are the means of your EXPLORE/PLAN matched students who met or did not meet benchmark scores in science higher or lower compared to the national means on EXPLORE and PLAN?
- Is the relationship of your means to the national means the same on both the EXPLORE and PLAN testings?
- Is the difference between the means for your students who met benchmark scores and those who did not meet benchmark scores similar to the difference between the national group mean differences?
- Are the number of students meeting the benchmark scores on PLAN higher or lower than the number of students meeting the benchmark scores when taking EXPLORE?

What to Do:

- Share this information with your counselors, administrators, and teachers.
- Identify what might be missing in your course content between EXPLORE and PLAN testings using ACT's College Readiness Standards reviewed on pages 10 through 15.
- Review your high school graduation requirements to ensure that all students must take a minimum of ACT's core curriculum.
- Verify that all course content is rigorous and teaches the skills and knowledge needed for college and workplace success.
- See ACT's *College Readiness Begins in Middle School* report: (www.act.org/path/policy/reports) for information about the benefits of early planning for postsecondary pursuits.
- Consider administering rigorous end-of-semester examinations to monitor standards of student performance.

Section 3: Academic Progress and Strategies for Success by College Readiness Standard Ranges

College Readiness Standards (CRS) are detailed research-based descriptions of the skills and knowledge associated with what students are likely to know and to be able to do based on their EXPLORE and/or PLAN test scores. For each content area - English, mathematics, reading, and science - Standards are provided for score ranges along a scale common to EXPLORE (1-25) and PLAN (1-32).

On page 11, Figure 3.1 displays the CRS Score Ranges. How the Standards can help students in the lower ranges meet benchmarks are reviewed. For each of the EXPLORE and PLAN tests - English, Math, Reading, and Science - the Standards include ideas for progressing from one score range to the next higher range.

Figures 3.2 through 3.5 on pages 12-15 show the academic progress of Your EXPLORE/PLAN Matched Students in the four academic tests - English, Mathematics, Reading, and Science - using the CRS Score Ranges. Student progress is reported by showing, for each EXPLORE College Readiness Standard range, the distribution of CRS ranges as PLAN-tested students. The callout boxes contain standards and ideas for progress for the first CRS range; additional details for the first range and more CRS range information can be found at:

http://www.act.org/standard

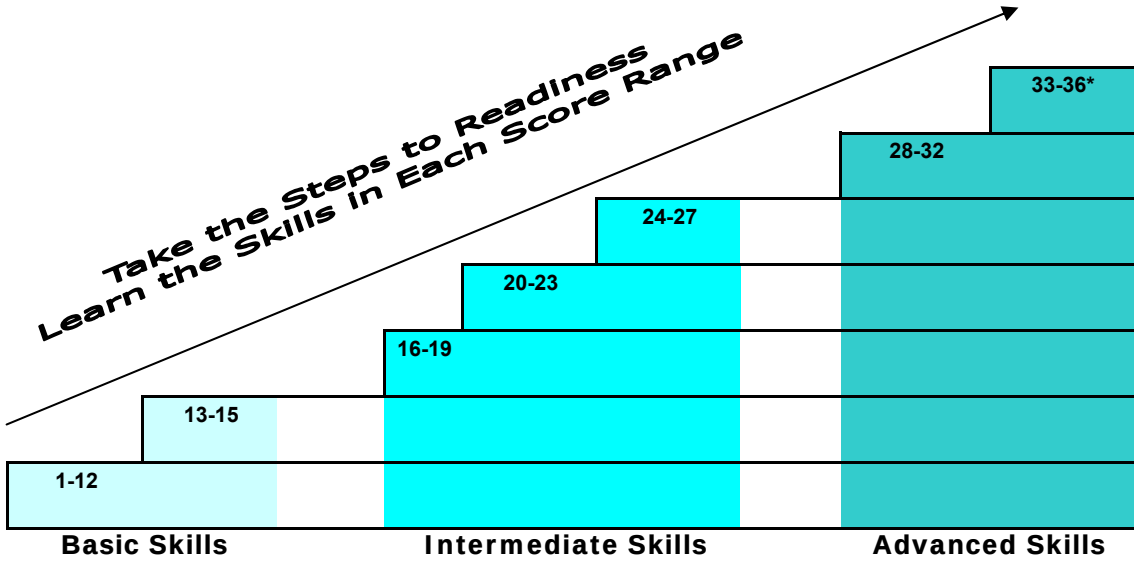
Questions to Consider:

- What percentage of your students scored in the lowest College Readiness Standards Score Ranges? The highest?
- In the lower score ranges, are the percentages for your students on EXPLORE lower than the percentages of your students on PLAN?
- In the higher score ranges, are the percentages for your students higher on the PLAN than the percentages of your students on EXPLORE?
- Are most of your students scoring in a range that is at or above the College Readiness Benchmark Score for English, mathematics, reading and science?
- Are greater percentages of your students scoring in a higher College Readiness Standards Score range on PLAN compared to EXPLORE?

Action Steps:

- Refer to the excerpt of the College Readiness Standards and ideas for progressing to the next score range found on pages 12 to 15 of this report and the complete CRS at http://www.act.org/standard
- Use these to develop activities that will help students address areas of need.

Figure 3.1: College Readiness Standards Score Ranges



*This score range on the ACT only

How Can You Help Students Who Don't Meet the College Readiness Benchmark Scores?

To help your students become ready for college, you'll want to ensure that they have the skills and knowledge necessary for success. Each of the score ranges presented in Figure 3.1 has a corresponding set of knowledge and skills called **College Readiness Standards**. By comparing the skills and knowledge students demonstrated at the time they took EXPLORE with the corresponding knowledge and skills they showed at the time they took PLAN, you can determine the specific skills students at your school have acquired during this time for each of the four tests - English, Mathematics, Reading, and Science.

To help students advance beyond their current level of knowledge at one College Readiness Standards score range to the next higher score range, ideas for progress were developed.

For example, a student scoring in the 13-15 range in math on EXPLORE or PLAN may not have met the College Readiness Benchmark Score, but will demonstrate the knowledge and skills described in the **College Readiness Standards** for that skill level. By using the learning strategies described for the 13-15 score range, you can help students advance from a 13-15 score range to a 16-19 score range, and ultimately to the EXPLORE math benchmark of 17, the PLAN math benchmark of 19, and the ACT math benchmark of 22. For more complete information about College Readiness Standards, visit http://www.act.org/standard.

Figure 3.2: Academic Progress by EXPLORE and PLAN College Readiness Standards (CRS) Score Ranges - ENGLISH

Standards for Score Range 1-12

- ►Beginning knowledge of topic development
- ►Beginning knowledge of organization, unity, and coherence
- ►Beginning knowledge of word choice to enhance style, tone, clarity, and economy
- ►Beginning knowledge of sentence structure and formation
- ►Beginning knowledge of conventions of usage
- ►Beginning knowledge of punctuation

Ideas for Progress: Score Range 1-12 to Score Range of 13-15

- ●Read and discuss the work of favorite writers
- ●Regularly write informal responses to literature (fiction and nonfiction) in their journals
- ●Identify sentences that convey the main ideas in a variety of texts and then practice composing such sentences
- ●Write short texts, in a variety of genres, illustrating simple organization use paragraphing as an organizational device
- ●Revise writing to clarify sentences containing too many phrases and clauses
- ●Check writing to make sure pronoun references are clear
- ●Revise writing to edit out empty words (e.g., really, very, big, kind of)
- ●Vary sentence length by combining simple sentences
- ●Check writing to make sure verb tenses are consistent
- ●Make sure to use adjectives like well, less, and worst correctly
- ●Learn to recognize when commas are overused

EXPLORE English CRS Score Ranges	Total		PLAN English CRS Score Ranges											
			1-12		13-15		16-19		20-23		24-27		28-32	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%
1-12	2	50%	0	0%	0	0%	2	50%	0	0%	0	0%	0	0%
13-15	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
16-19	1	25%	0	0%	0	0%	1	25%	0	0%	0	0%	0	0%
20-23	1	25%	0	0%	0	0%	1	25%	0	0%	0	0%	0	0%
24-25	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
All Matched Students	4	100%	0	0%	0	0%	4	100%	0	0%	0	0%	0	0%

For more details about the score range outlined above, other score ranges in the College Readiness Standards, and their supplementary ideas for progress, go to http://www.act.org/standard and select English

Figure 3.3: Academic Progress by EXPLORE and PLAN College Readiness Standards (CRS) Score Ranges - MATHEMATICS

Standards for Score Range 1-12

- ►Beginning knowledge of basic operations
- ►Beginning knowledge of probability, statistics, data analysis
- ►Beginning algebraic expressions
- ►Beginning knowledge of equations and inequalities
- ►Beginning knowledge of graphical representations
- ►Beginning knowledge of measurement

Ideas for Progress: Score Range 1-12 to Score Range of 13-15

- ●Practice and apply estimation and computation using whole numbers and decimals
- ●Choose the appropriate method of computation to solve multistep problems (e.g., calculator, mental, or pencil and paper)
- ●Practice selecting appropriate units of measure (e.g., inches or feet, hours or minutes, centimeters or meters) and converting between units
- ●Model and connect physical, verbal, and symbolic representations of money
- ●Interpret data from a variety of displays and use it in computation (e.g., mean, median)
- ●Organize, display, and analyze data in a variety of ways
- ●Model a variety of problem situations with expressions and/or equations
- ●Use the inverse relationships for the basic operations of addition and subtraction to determine unknown quantities
- ●Locate and describe points in terms of their position on the number line
- ●Identify line segments in geometric figures and estimate or calculate their measure

EXPLORE Mathematics CRS Score Ranges	Total		PLAN Mathematics CRS Score Ranges											
			1-12		13-15		16-19		20-23		24-27		28-32	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%
1-12	1	25%	0	0%	0	0%	1	25%	0	0%	0	0%	0	0%
13-15	1	25%	0	0%	0	0%	1	25%	0	0%	0	0%	0	0%
16-19	2	50%	0	0%	0	0%	1	25%	1	25%	0	0%	0	0%
20-23	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
24-25	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
All Matched Students	4	100%	0	0%	0	0%	3	75%	1	25%	0	0%	0	0%

For more details about the score range outlined above, other score ranges in the College Readiness Standards, and their supplementary ideas for progress, go to http://www.act.org/standard and select Mathematics

Figure 3.4: Academic Progress by EXPLORE and PLAN College Readiness Standards (CRS) Score Ranges - READING

Standards for Score Range 1-12

- ▶Beginning recognition of main ideas and significant details
- ▶Recognize explicit cause-effect relationships
- ▶Beginning understanding of sequence of events
- ▶Beginning recognition of word meanings and generalizations
- ▶Beginning recognition of author's voice and method

Ideas for Progress: Score Range 1-12 to Score Range 13-15

- ●Locate details in a literary text that suggest the author's or narrator's intent
- ●Speculate about an author's or narrator's beliefs, motives, or thinking
- ●Write, exchange, and answer a series of questions that examine significant details presented in a text
- ●Locate and discuss details presented in a text (e.g., who, what, where)
- ●Use various strategies to determine whether an event occurred and, if so, when it occurred
- ●Discuss an issue of interest, determining how past events affected the present
- ●Locate evidence in a text that explicitly states why an event or a series of events occurred
- ●Search for patterns or clues (e.g., signal words) that indicate cause-effect relationships
- ●Use various resources to explore connotations of familiar words or descriptive language
- ●Recognize generalizations about the main character in a literary text
- ●Combine several pieces of information to make a reasonable generalization
- ●Make predictions about characters and events presented in a literary text, verifying or rejecting those predictions and making new ones as they read

EXPLORE Reading CRS Score Ranges	Total		PLAN Reading CRS Score Ranges											
			1-12		13-15		16-19		20-23		24-27		28-32	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%
1-12	1	25%	1	25%	0	0%	0	0%	0	0%	0	0%	0	0%
13-15	2	50%	1	25%	0	0%	1	25%	0	0%	0	0%	0	0%
16-19	1	25%	0	0%	1	25%	0	0%	0	0%	0	0%	0	0%
20-23	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
24-25	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
All Matched Students	4	100%	2	50%	1	25%	1	25%	0	0%	0	0%	0	0%

For more details about the score range outlined above, other score ranges in the College Readiness Standards, and their supplementary ideas for progress, go to http://www.act.org/standard and select Reading

Figure 3.5: Academic Progress by EXPLORE and PLAN College Readiness Standards (CRS) Score Ranges - SCIENCE

Standards for Score Range 1-12

- ►Beginning knowledge of data interpretation
- ►Beginning knowledge of scientific investigation
- ►Beginning evaluation of experiments, models and assertions

Ideas for Progress: Score Range 1-12 to Score Range 13-15

- ●Locate data in simple tables and graphs
- ●Become familiar with different types of graphs (e.g., line graphs, pie charts, bar graphs)
- ●Become familiar with units of measurement commonly used in science
- ●Observe experiments being performed and discuss what was done and why
- ●Discuss what hypotheses and conclusions are and how they are different from each other

EXPLORE Science CRS Score Ranges	Total		PLAN Science CRS Ranges											
			1-12		13-15		16-19		20-23		24-27		28-32	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%
1-12	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
13-15	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
16-19	4	100%	0	0%	1	25%	1	25%	2	50%	0	0%	0	0%
20-23	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
24-25	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%	0	0%
All Matched Students	4	100%	0	0%	1	25%	1	25%	2	50%	0	0%	0	0%

For more details about the score range outlined above, other score ranges in the College Readiness Standards, and their supplementary ideas for progress, go to http://www.act.org/standard and select Science

Section 4: Changes Over Time in Student Characteristics

Figure 4.1 on the next page shows the changes in your EXPLORE/PLAN Matched Students' expressed needs for help between EXPLORE and PLAN testings. Figure 4.2 displays only students not meeting Benchmark Scores and who requested help in related subject-area tests on EXPLORE and PLAN. To evaluate curriculum, programs, and services designed to help students succeed, you can use these figures to monitor changes in your students' needs. Note that students may have opted not to supply the information provided in the graphs for this section.

Questions to Consider:

- Are fewer students asking for help with specified educational needs, interests and goals on PLAN than on EXPLORE?
- In what areas are your students seeking additional help?
- Are your EXPLORE/PLAN matched students not meeting College Readiness Benchmark Scores in a subject area requesting help in that subject area?

Action Steps:

- Identify students not meeting Benchmark Scores who are requesting help in a subject area.
- Discuss with students the importance of taking the proper coursework to maximize college success.

Figure 4.1: Percent of Students Requesting Help by Need Area on EXPLORE versus PLAN

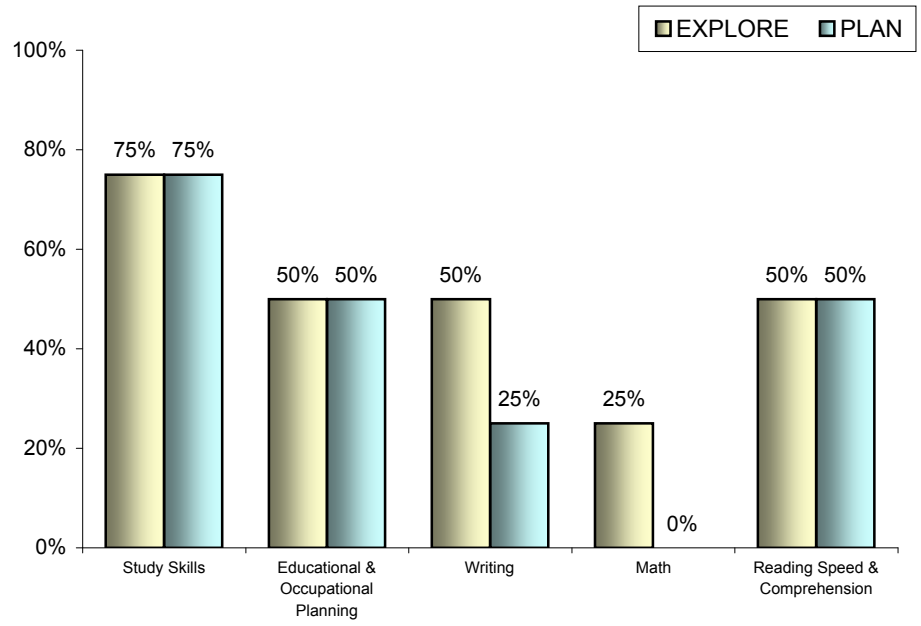
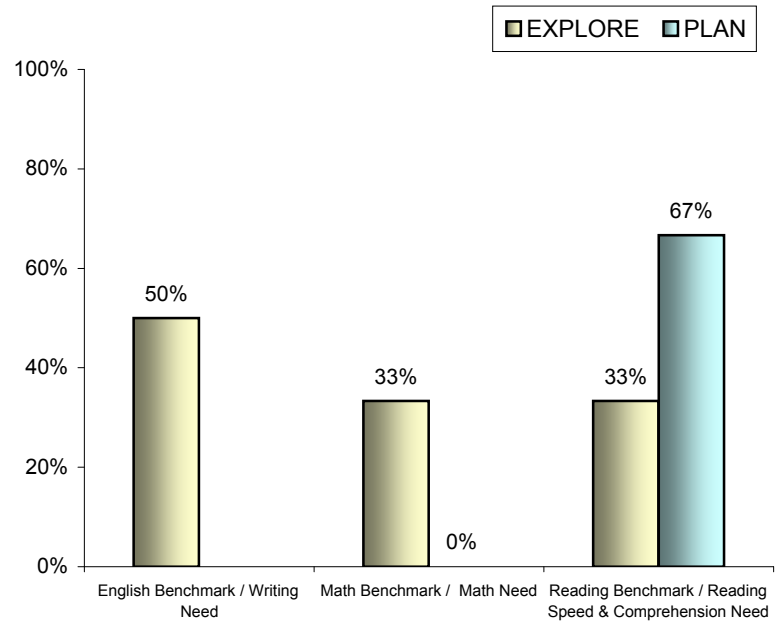


Figure 4.2: Percent of Students Not Meeting Academic Area Benchmark Requesting Help in Related Need Area



What to Look for:

- Do fewer of your students report needing help with particular skills on PLAN compared to EXPLORE?
- At the time of their EXPLORE and PLAN tests, what percent of students in Figure 4.2 who are not meeting area benchmarks indicate that they need help in a related academic area?

What to Do:

- Make sure that you have resources available to assist students with each of the areas of need in Figure 4.1.
- Consider offering courses or special programs in areas such as study skills or reading skills if high percentages of your students are asking for help in these areas.
- Consider directing students to assistance programs when test scores suggest help is warranted, especially when students do not express a need for help.

Section 5: Electronic Roster

The Electronic Roster on the enclosed CD lists your EXPLORE/PLAN Matched Students. The Electronic Roster contains:

- student name,
- high school code,
- student's EXPLORE score for each subject test (English, Mathematics, Reading, Science),
- an indicator whether each EXPLORE test score met/exceeded (>=, greater than or equal to) or did not meet (<, less than) the EXPLORE College Readiness Benchmark Scores,
- student's PLAN scores for each subject test, and
- an indicator whether each PLAN test score met/exceeded (>=) or did not meet (<) the PLAN College Readiness Benchmare Scores.

For EXPLORE and PLAN, the College Readiness Benchmark Scores are displayed for each subject test at the top of each roster page.

Questions to Consider:

- Across subject tests:
  - Which students scored below the College Readiness Benchmark Score on EXPLORE and above the Benchmark Score on PLAN?
  - Which students scored above the College Readiness Benchmark Score on EXPLORE and below the Benchmark Score on PLAN?
  - Which students met or did not meet Benchmark Scores on EXPLORE and PLAN?

Action Steps:

- Identify students not meeting PLAN Benchmark Scores in subject areas and use the Standards for Transitions (http://www.act.org/standard) to improve performance.
- Investigate the learning strategies employed by students who did not meet Benchmark Scores on EXPLORE but did meet Benchmark Scores on PLAN.
- Discuss with students how taking the proper coursework can change their ability to meet the College Readiness Benchmark Scores and maximize college success.