



Cagney and Lacey
(Cari Lousch and Lisa Nelson)
Looking for clues in your
PreACT/ACT reports?

WELCOME!

PreACT

Test Structure

Total subject test time is 2 hours and 10 minutes (with approximately 60 minutes of pre-test activities):

Mathematics: 40 minutes

Preparing for Higher Math	21
Number & Quantity	3
Algebra	5
Functions	5
Geometry	5
Statistics & Probability	3
Integrating Essential Skills	15
Modeling	10

Science: 30 minutes

Interpretation of Data	12
Scientific Investigation	10
Evaluation of Models	8

English: 30 minutes

Production of Writing	14
Knowledge of Language	7
Conventions of Standard Language	24

Reading: 30 minutes

Key Ideas & Details	14
Craft & Structure	8
Integration of Knowledge & Ideas	3

ANN C. TAYLOR (ID#: 123876)

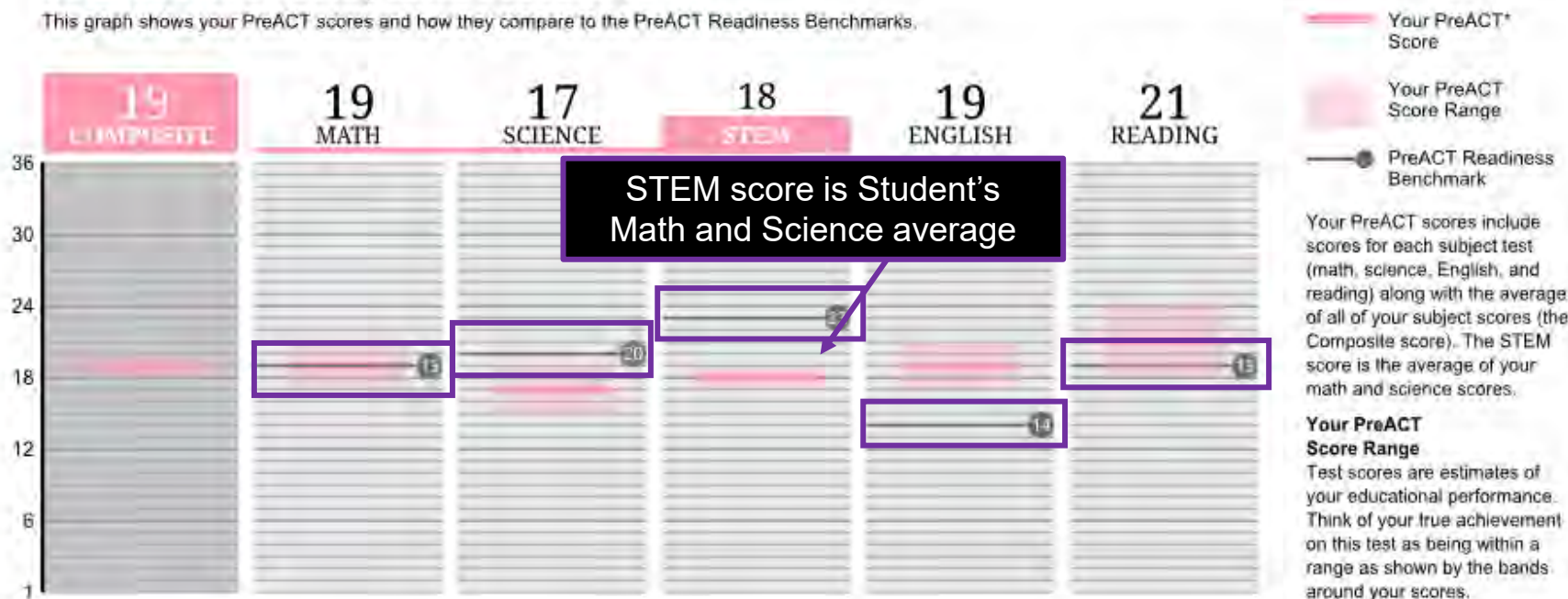
Test Date: October 8, 2021

WASHINGTON HIGH SCHOOL (Code: 123456)

Grade: 10

Your PreACT® Composite Score is 19

This graph shows your PreACT scores and how they compare to the PreACT Readiness Benchmarks.



Your PreACT Score Range

Test scores are estimates of your educational performance. Think of your true achievement on this test as being within a range as shown by the bands around your scores.

PreACT Readiness Benchmarks

Students who score at or above the benchmark are on target to meet the ACT College Readiness Benchmark when they are in 11th or 12th grade.

Your Predicted ACT Composite Score Range is 20–23

The predicted ACT score ranges assume you will have typical achievement growth and take the ACT test in spring of 11th grade.

20–23
COMPOSITE

20–24
MATH

18–22
SCIENCE

18–22
STEM

20–24
ENGLISH

21–26
READING

MATH

Correctly Answered: **20 of 36**

Omitted: **1 of 36**

Incorrectly Answered: **15 of 36**

Question	Correct Answer	Incorrect Response
1	A	
2	F	
3	B	E
4	G	H
5	D	
6	H	
7	A	
8	F	J
9	D	E
10	H	
11	B	
12	J	
13	C	B
14	G	
15	E	C
16	K	
17	D	
18	H	G
19	C	
20	K	F

Question	Correct Answer	Incorrect Response
21	A	
22	J	
23	B	A
24	G	
25	E	D
26	F	
27	C	B
28	J	F
29	C	
30	H	
31	A	C
32	F	
33	D	-
34	G	H
35	E	
36	K	F

Ideas for Progress

Number & Quantity

- recognize, identify, and apply basic properties of real numbers (e.g., commutative, associative, identities)

Algebra

- evaluate algebraic expressions and solve simple equations, using integers for Algebra

Functions

- use function notation to create equations that model real-world and mathematical problems

Geometry

- find area and perimeter of triangles and rectangles by substituting given values into standard geometric formulas

Statistics & Probability

- gather, organize, display, and analyze data in a variety of ways for use in problem solving

Student Report

Test booklet

Name: Christop
(Please print)
Test Student ID Number: 2



Pre **ACT**

ACT

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MATH

Correctly Answered: **20 of 36**

Omitted: **1 of 36**

Incorrectly Answered: **15 of 36**

Question	Correct Answer	Incorrect Response
1	A	
2	F	
3	B	E
4	G	H
5	D	
6	H	
7	A	
8	F	J
9	D	E
10	H	
11	B	
12	J	
13	C	B
14	G	
15	E	C
16	K	
17	D	
18	H	G
19	C	
20	K	F

Question	Correct Answer	Incorrect Response
21	A	
22	J	
23	B	A
24	G	
25	E	D
26	F	
27	C	B
28	J	F
29	C	
30	H	
31	A	C
32	F	
33	D	-
34	G	H
35	E	
36	K	F

Tips for teachers

- ✓ Use PreACT questions for bell ringers;
work through answers with class
- ✓ Timed tests, talk about pacing
- ✓ Answer every question on the ACT/PreACT test;
5 minutes remaining reminder
- ✓ ACT College Readiness Standards
always look to the next score range
- ✓ Identify students within each score range
- ✓ Item Response Report be familiar with areas of weakness
for the cohort class

The Career Map shows 26 Career Areas (groups of similar occupations) according to their basic work tasks: working with People, Things, Data, and Ideas. The Career Map is divided into 12 regions. Each region has its own unique mix of work tasks. For example, Career Area P (Natural Science & Technologies) mostly involves working with Ideas and Things. What do you think Career Area C involves?

Your Interests

Your interest inventory results are shown on the Career Map. The shaded regions show the kinds of work tasks you prefer and the Career Areas you may like. Visit www.act.org/collegeplanning to find out more about occupations in these Career Areas.

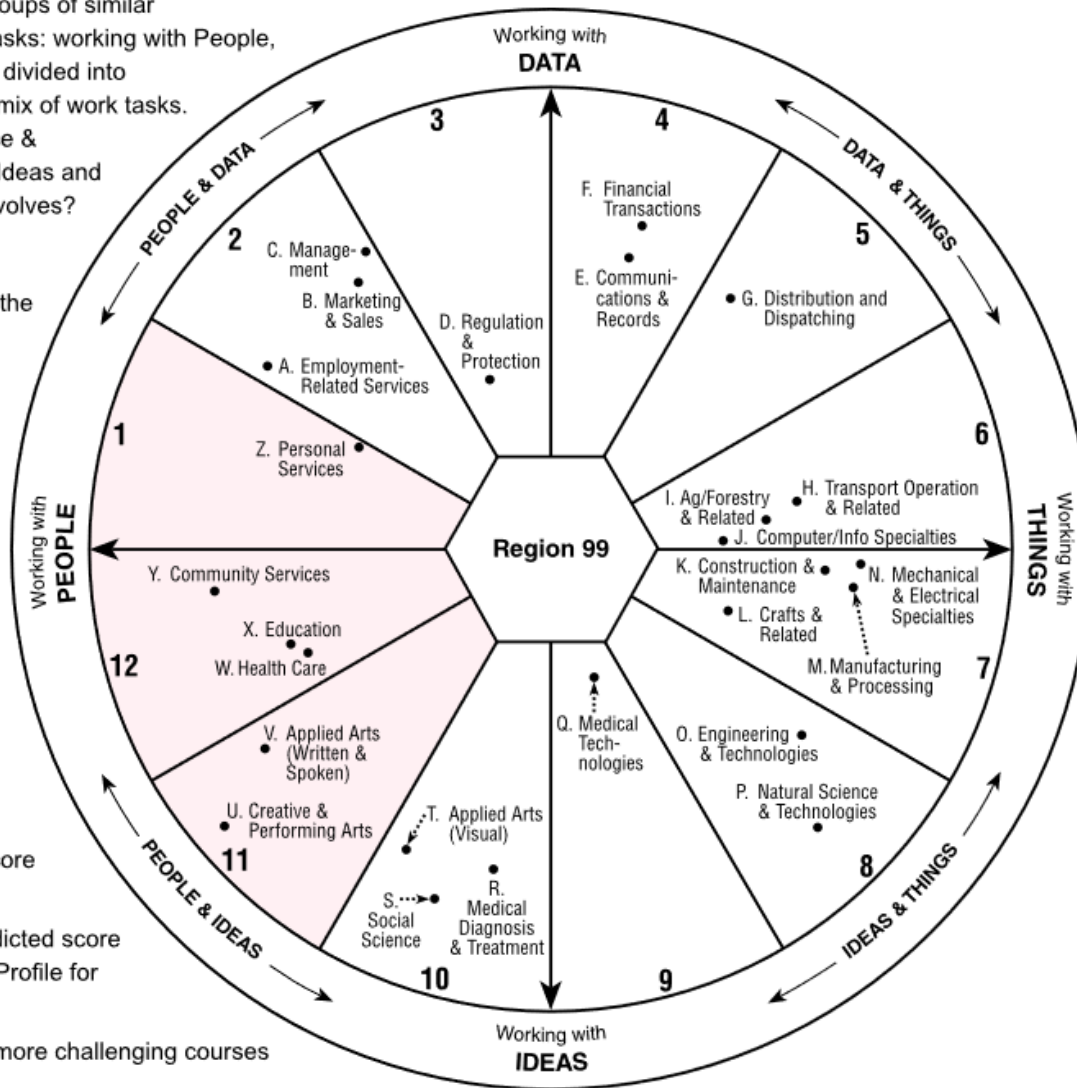
On Track?

Your Predicted ACT Composite Score range: 20–23

Profile for Success: You told us you prefer Career Area C: Management. Successful college students in majors related to this Career Area often have an ACT Composite Score in the range of 21–25.

Compare your Predicted ACT Composite Score range to your Profile for Success.

- You're on track for success if your predicted score range overlaps with, or is above, your Profile for Success score range.
- Improving your study skills and taking more challenging courses may help you improve your scores.



Explore Careers

Career Exploration Tools



Browse Careers

View an A-Z list of careers



Career Finder

Search for careers using interesting topics such as salaries and skills



Compare Careers

Pick two careers that interest you and compare them side by side.



Career Plan Builder

Mix and match your career and life options to create your future.

Search Careers

Search...



Career Awareness

Choosing the right career pathway is so important for your future. Connect to various careers by viewing these [helpful guides](#) featuring career pathways for some of Oklahoma's fastest growing careers.

Browse Career Clusters

Agriculture, Food and Natural Resources



Architecture and Construction



Arts, Audio-Video Technology and Communications



Business Management and Administration



Internships

If you're interested in learning more about a particular career, contact your [college's career office](#) for internship or job shadowing opportunities.

Launch Oklahoma

ACT College Readiness Benchmark Scores

ACT test score	College courses	Benchmark
English	English Composition I	18
Mathematics	College Algebra Math Pathways	22
Reading	American History, Other History, Psychology, Sociology, Political Science, Economics	22
Science	Biology	23
STEM ¹	Calculus, Chemistry, Biology, Physics, Engineering	26
ELA ²	English Composition I, American History, Other History, Psychology, Sociology, Political Science, Economics	20

50% Chance of a “B” or higher

75% Chance of a “C” or higher

In corresponding credit-bearing college courses:

English Comp, Algebra, Social Science, Biology, STEM (Math/Science), ELA (English/Reading)

<https://www.act.org/content/act/en/college-and-career-readiness/benchmarks/ideas-for-progress.html>

<https://www.okhighered.org/complete-college-america/docs/math-pathways.pdf>

MATH PATHWAYS



HIGHER EDUCATION MATHEMATICS REFORM

Mathematics for All Students

Historically, the algebra-to-calculus pathway has been the default college mathematics requirement for students. However, over the last decade it has become clear that this pathway doesn't reflect changes in the types of quantitative skills many students need in their lives and careers.

In response, the Oklahoma State Regents for Higher Education has implemented diversified mathematics pathways. These pathways help ensure that students enroll in mathematics courses that align with their degree of study and the needs of their future career. The four mathematics options are quantitative reasoning, statistics, functions & modeling and pre-calculus. All four courses are designed to be appropriate for first-time college students.

Quantitative Reasoning

This course requires students to think critically and apply mathematics to interpret data, draw conclusions and solve problems within a disciplinary or interdisciplinary context.

Degrees of study may include art, art history, elementary education, English, foreign language, history, music and theater.

Elementary Statistics

This course includes the analysis of data using descriptive statistics, summary statistics, probability and distribution with the intent of developing appropriate use of statistics and communicating results in a clear and effective manner.

Since statistics could be offered in several departments, students should contact colleges or universities for specific degree requirements.

Functions & Modeling

This course models real-world problems with the intent of developing appropriate mathematics models and communicating results in a clear and effective manner.

Degrees of study may include accounting, business administration, economics, finance and marketing.

Pre-Calculus

This course is the first step in the pathway to calculus and is designed explicitly to develop the algebra skills needed for calculus.

Degrees of study may include engineering, chemistry, biology and other STEM majors.

Oklahoma public community colleges and universities accept these mathematics courses to fulfill students' mathematics requirements. All courses are available for qualifying concurrent students. Students should contact colleges or universities for specific degree requirements and course availability.

For more information or questions about Math Pathways, contact Dr. Rachel Bates, OSRHE Associate Vice Chancellor for Educational Partnerships, at rbates@osrhe.edu.

**RESULTS HAPPEN
OVER TIME,
NOT OVERNIGHT.
WORK HARD, STAY CONSISTENT
AND
BE PATIENT**

ACT College Career Readiness Standards (CCRS)

- Broken down by score ranges
- Alignment of increasing complexity by score range in each subject
- 3 Tools
 - ✓ Poster
 - ✓ Curriculum Review Worksheets
 - ✓ Website: <https://www.act.org/content/act/en/college-and-career-readiness/standards.html>

▶ MATHEMATICS

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

For more information about the ACT College and Career Readiness Standards in Mathematics, go to www.act.org/standard/planact/math/mathnotes.html.

SCORE RANGE	Topics in the flow to NUMBER AND QUANTITY (N)
13-15	<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 (expressed as whole numbers, fractions, decimals, and mixed numbers) on the number line.</p>
16-19	<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 treated here as a basic table.</i></p>
20-23	<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 exponents.</p> <p>N 403. Comprehend the concept of length on the number line, and find the distance between two points.</p> <p>N 404. Understand absolute value in terms of distance.</p> <p>N 405. Find the distance in the coordinate plane between two points with the same x-coordinate or y-coordinate.</p> <p>N 406. Add two matrices that have whole number entries.</p>

Students who score in the 1-12 range are most likely beginning to develop the knowledge and skills assessed in the other ranges.

22

THE ACT COLLEGE READINESS BENCHMARK FOR MATHEMATICS IS 22.

Students who achieve this score on the ACT Mathematics Test have a 50% likelihood of achieving a B or better in a first-year College Algebra course at a typical college. The knowledge and skills highly likely to be demonstrated by students who meet the Benchmark are shaded.

Table 2. ACT Mathematics College and Career Readiness Standards for Score Range 16–19

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	301	Recognize one-digit factors of a number			
N	302	Identify a digit's place value			
N	303	Locate rational numbers on the number line			
AF	301	Solve routine one-step arithmetic problems using positive rational numbers, such as single-step percent			
AF	302	Solve some routine two-step arithmetic problems			
AF	303	Relate a graph to a situation described qualitatively in terms of familiar properties such as before and after, increasing and decreasing, higher and lower			
AF	304	Apply a definition of an operation for whole numbers (e.g., $a \cdot b = 3a - b$)			
A	301	Substitute whole numbers for unknown quantities to evaluate expressions			
A	302	Solve one-step equations to get integer or decimal answers			
A	303	Combine like terms (e.g., $2x + 5x$)			
F	301	Extend a given pattern by a few terms for patterns that have a constant factor between terms			
G	301	Exhibit some knowledge of the angles associated with parallel lines			
G	302	Compute the perimeter of polygons when all side lengths are given			
G	303	Compute the area of rectangles when whole number dimensions are given			
G	304	Locate points in the first quadrant			
S	301	Calculate the average of a list of numbers			
S	302	Calculate the average given the number of data values and the sum of the data values			
S	303	Read basic tables and charts			
S	304	Extract relevant data from a basic table or chart and use the data in a computation			
S	305	Use the relationship between the probability of an event and the probability of its complement			

► SCIENCE

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

SCORE RANGE	INTERPRETATION OF DATA (IOD)
13-15	<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>
16-19	<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>
20-23	<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>

Students who score in the 1-12 range are most likely beginning to develop the knowledge and skills assessed in the other ranges.

23

THE ACT COLLEGE READINESS BENCHMARK FOR SCIENCE IS 23. Students who achieve this score on the ACT Science Test have a 50% likelihood of achieving a B or better in a first-year Biology course at a typical college. The knowledge and skills highly likely to be demonstrated by students who meet the Benchmark are shaded.

Science Curriculum Review Worksheets

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

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

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

Science College and Career Readiness Standards			For each skill, knowledge, or process:		
			Is it included in your Science curriculum?	At what grade level (or in which course) are students first introduced to it?	At what grade level (or in which course) are students expected to demonstrate proficiency ?
IOD	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			
SIN	301	Understand the methods used in a simple experiment			
SIN	302	Understand the tools and functions of tools used in a complex experiment			
SIN	303	Find basic information in text that describes a complex experiment			
EMI	301	Identify implications in a model			
EMI	302	Determine which models present certain basic information			

▶ ENGLISH

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

SCORE RANGE	Production of Writing TOPIC DEVELOPMENT IN TERMS OF PURPOSE & FOCUS (TOD)
13-15	TOD 201. Delete material because it is obviously irrelevant in terms of the topic of the essay
16-19	<p>TOD 301. Delete material because it is obviously irrelevant in terms of the focus of the essay</p> <p>TOD 302. Identify the purpose of a word or phrase when the purpose is simple (e.g., identifying a person, defining a basic term, using common descriptive adjectives)</p> <p>TOD 303. Determine whether a simple essay has met a straightforward goal</p>
20-23	<p>TOD 401. Determine relevance of material in terms of the focus of the essay</p> <p>TOD 402. Identify the purpose of a word or phrase when the purpose is straightforward (e.g., describing a person, giving examples)</p> <p>TOD 403. Use a word, phrase, or sentence to accomplish a straightforward purpose (e.g., conveying a feeling or attitude)</p>

Students who score in the 1-12 range are most likely beginning to develop the knowledge and skills assessed in the other ranges

18

THE ACT COLLEGE READINESS BENCHMARK FOR ENGLISH IS 18. Students who achieve this score on the ACT English Test have a 50% likelihood of achieving a B or better in a first-year English Composition course at a typical college. The knowledge and skills highly likely to be demonstrated by students who meet the Benchmark are shaded.

English Curriculum Review Worksheets

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

English College and Career Readiness Standards			For each skill, knowledge, or process:		
			Is it included in your English curriculum?	At what grade level (or in which course) are students first introduced to it?	At what grade level (or in which course) are students expected to demonstrate proficiency ?
TOD	201	Delete material because it is obviously irrelevant in terms of the topic of the essay			
ORG	201	Determine the need for transition words or phrases to establish time relationships in simple narrative essays (e.g., <i>then</i> , <i>this time</i>)			
KLA	201	Revise vague, clumsy, and confusing writing that creates obvious logic problems			
SST	201	Determine the need for punctuation or conjunctions to join simple clauses			
SST	202	Recognize and correct inappropriate shifts in verb tense between simple clauses in a sentence or between simple adjoining sentences			
USG	201	Form the past tense and past participle of irregular but commonly used verbs			
USG	202	Form comparative and superlative adjectives			
PUN	201	Delete commas that create basic sense problems (e.g., between verb and direct object)			

► READING

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

SCORE RANGE	Key ideas and details CLOSE READING (CLR)
13-15	<p>CLR 201. Locate basic facts (e.g., names, dates, events) clearly stated in a passage</p> <p>CLR 202. Draw simple logical conclusions about the main characters in somewhat challenging literary narratives</p>
16-19	<p>CLR 301. Locate simple details at the sentence and paragraph level in somewhat challenging passages</p> <p>CLR 302. Draw simple logical conclusions in somewhat challenging passages</p>
20-23	<p>CLR 401. Locate important details in somewhat challenging passages</p> <p>CLR 402. Draw logical conclusions in somewhat challenging passages</p> <p>CLR 403. Draw simple logical conclusions in more challenging passages</p> <p>CLR 404. Paraphrase some statements as they are used in somewhat challenging passages</p>

Students who score in the 1-12 range are most likely beginning to develop the knowledge and skills assessed in the other ranges.

22

THE ACT COLLEGE READINESS BENCHMARK FOR READING IS 22. Students who achieve this score on the ACT Reading Test have a 50% likelihood of achieving a B or better in a first-year social science course at a typical college. The knowledge and skills highly likely to be demonstrated by students who meet the Benchmark are shaded.

Reading Curriculum Review Worksheets

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

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

Item Response Summary for English

The tables below show the percent of students in the reported group that chose each response option. The Omit column shows the percent of students that did not respond to the item. The results are grouped by reporting categories within the reported subject. The asterisk (*) indicates the correct response.

Production of Writing

Item	A / F	B / G	C / H	D / J	E / K	Omit
1	14	13	25	*48	0	0
3	*59	11	21	9	0	0
4	*29	20	23	27	0	2
12						
15						
19						
20	23	*46	21	9	0	0
26	7	41	*50	0	0	2
30	*34	32	20	13	0	2
33	23	*38	20	18	0	2
39	18	*36	11	30	0	5
42	*25	23	32	13	0	7
44	16	14	30	*32	0	7
45	25	20	*36	13	0	7

Conventions of Standard English

Item	A / F	B / G	C / H	D / J	E / K	Omit
2	13	*61	7	20	0	0
5	23	*55	7	14	0	0
6	13	16	*63	9	0	0
11	*25	30	29	16	0	0
14	25	*54	9	13	0	0
16	4	*68	20	9	0	0
21	14	21	*57	7	0	0
22	29	14	*27	30	0	0
23	7	25	*52	14	0	2
24	11	11	4	*73	0	2
25	*46	7	11	34	0	2
28	14	*36	34	14	0	2
29	23	16	*43	16	0	2
31	16	20	*38	25	0	2
32	9	18	27	*45	0	2
35	18	*38	32	11	0	2
36	23	*38	14	23	0	2

Knowledge of Language

Item	A / F	B / G	C / H	D / J	E / K	Omit
8	*50	9	7	32	0	2
13	18	13	38	*32	0	0
17	7	*21	23	48	0	0
18	23	*30	35	9	0	0

Item Response Summary Report

Item Response Summary Report

Item Response Summary for English

Name: _____
(Please print.)Your Student ID Number:

The asterisk* is the correct answer

Blue: 75%+ Correct
Green: 50-74% Correct
Yellow: 25-49% Correct
Pink: 0-24% Correct

Item	A / F	B / G	C / H	D / J	E / K	Omit
1	14	13	25	*48	0	0
3	*59	11	21	9	0	0
4	*29	20	23	27	0	2
12	29	25	*45	2	0	0
15	27	*41	21	11	0	0
19	*41	11	39	9	0	0
20	23	*46	21	9	0	0
26	7	41	*50	0	0	2
30	*34	32	20	13	0	2
33	23	*38	20	18	0	2
39	18	*36	11	30	0	5
42	*25	23	32	13	0	7
44	16	14	30	*32	0	7
45	25	20	*36	13	0	7

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Rev 1

ACT[®] You. Empowered.

[5]

Next, find a warm, draft-free place to put the
dough since draping a towel over the bowl. After about

10

an hour, the dough will have risen to twice its original

11

10. F. NO CHANGE

G. dough draping

54% H. dough, and drape

J. dough, drape

11. A. NO CHANGE

B. it's

25% C. of its

D. its'



Profile Report - High School

Graduating Class 2021

ACT College Readiness Benchmark Scores

College Course/Course Area	ACT Score	Benchmark Score
English Composition	English	18
Algebra	Mathematics	22
Social Sciences	Reading	22
Biology	Science	23
STEM	STEM	26
ELA	ELA	20

50% Chance of a “B” or higher

75% Chance of a “C” or higher

In corresponding credit-bearing college courses:

English Comp, Algebra, Social Science, Biology, STEM (Math/Science), ELA (English/Reading)

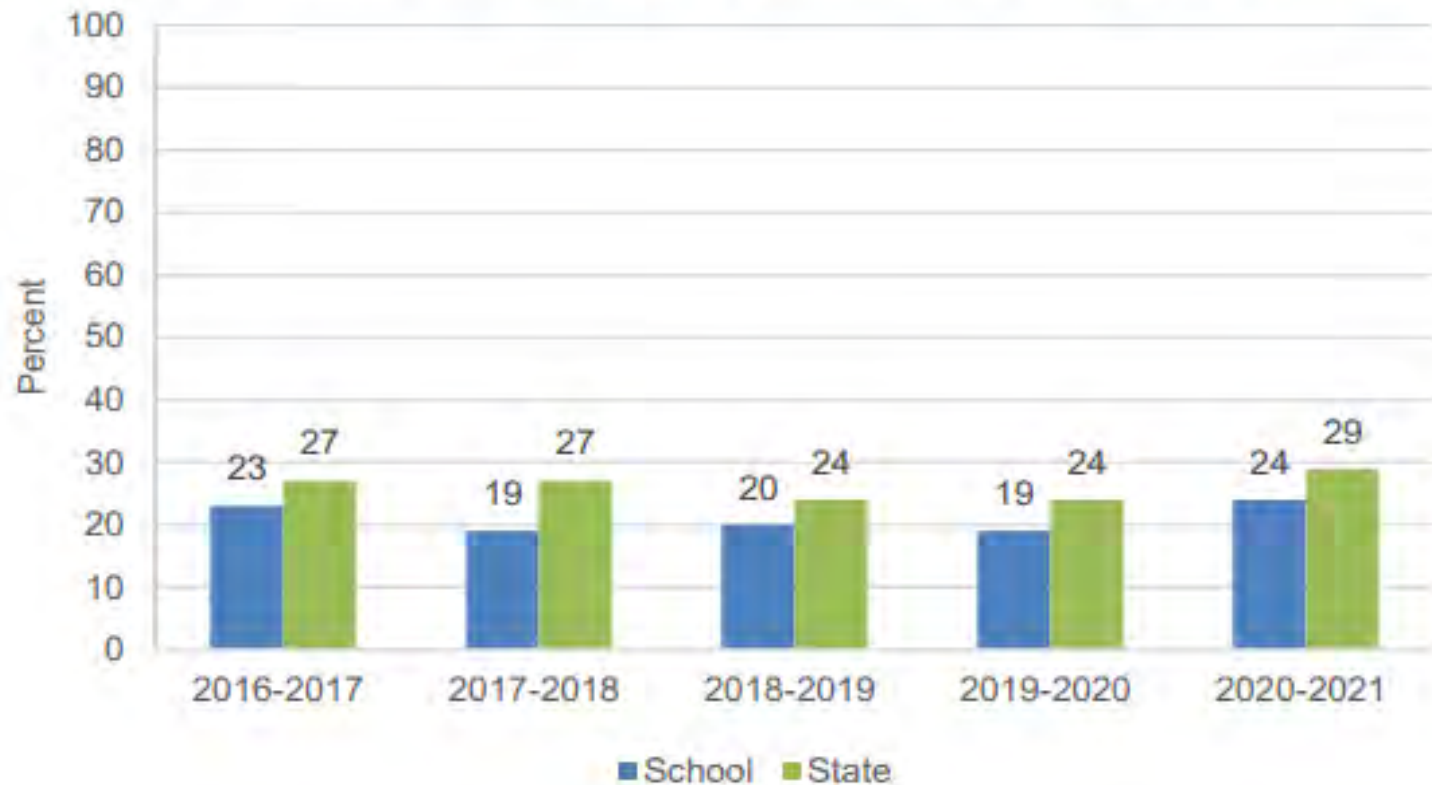
5-Year Trends

Figure 1.1. Average Composite Scores: 5 Years of Testing*



5-Year Trends

Figure 1.2. Percent Meeting 3 or 4 Benchmarks: 5 Years of Testing*



5-Year Trends

Table 1.2. Five Year Trends—Average ACT Scores

Year	Number of Students Tested		Average ACT Scores									
	School	State	English		Mathematics		Reading		Science		Composite	
	School	State	School	State	School	State	School	State	School	State	School	State
2017	338	42,405	17.9	18.5	18.1	18.8	19.5	20.1	18.9	19.6	18.7	19.4
2018	376	42,388	17.0	18.4	18.0	18.8	18.4	20.1	18.3	19.4	18.1	19.3
2019	413	42,234	17.6	18.2	17.7	18.3	18.8	19.6	18.3	19.0	18.2	18.9
2020	397	42,773	17.8	17.9	17.2	18.0	18.6	19.5	17.9	18.9	18.0	18.7
2021	261	26,920	18.4	19.1	18.0	18.7	19.5	20.7	19.2	19.8	18.9	19.7

What happened to tested numbers from 2019 through 2021 and how did that impact scores?

5-Year Trends by Group

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Table 1.5. Five Year Trends—Percent and Average Composite Score by Race/Ethnicity

Race/Ethnicity	2017			2018			2019			2020			2021		
	N	%	Avg	N	%	Avg	N	%	Avg	N	%	Avg	N	%	Avg
All Students	338	100	18.7	376	100	18.1	413	100	18.2	397	100	18.0	261	100	18.9
Black/African American	8	2	17.3	9	2	15.6	5	1	18.8	11	3	15.3	3	1	15.3
American Indian/Alaska Native	5	1	16.4	9	2	18.0	3	1	24.7	7	2	15.0	1	0	20.0
White	177	52	19.5	160	43	20.3	66	16	21.7	174	44	19.9	101	39	21.1
Hispanic/Latino	68	20	17.8	68	18	16.4	46	11	18.5	112	28	16.7	60	23	17.2
Asian	8	2	23.3	6	2	19.8	6	1	25.8	7	2	15.1	6	2	23.7
Native Hawaiian/Other Pacific Islander	22	7	15.2	20	5	13.7	2	0	21.0	21	5	14.2	4	2	17.8
Two or more races	32	9	19.4	31	8	17.8	12	3	22.6	45	11	18.0	23	9	19.1
Prefer not to respond/No response	18	5	17.3	73	19	16.3	273	66	16.9	20	5	16.4	63	24	16.6

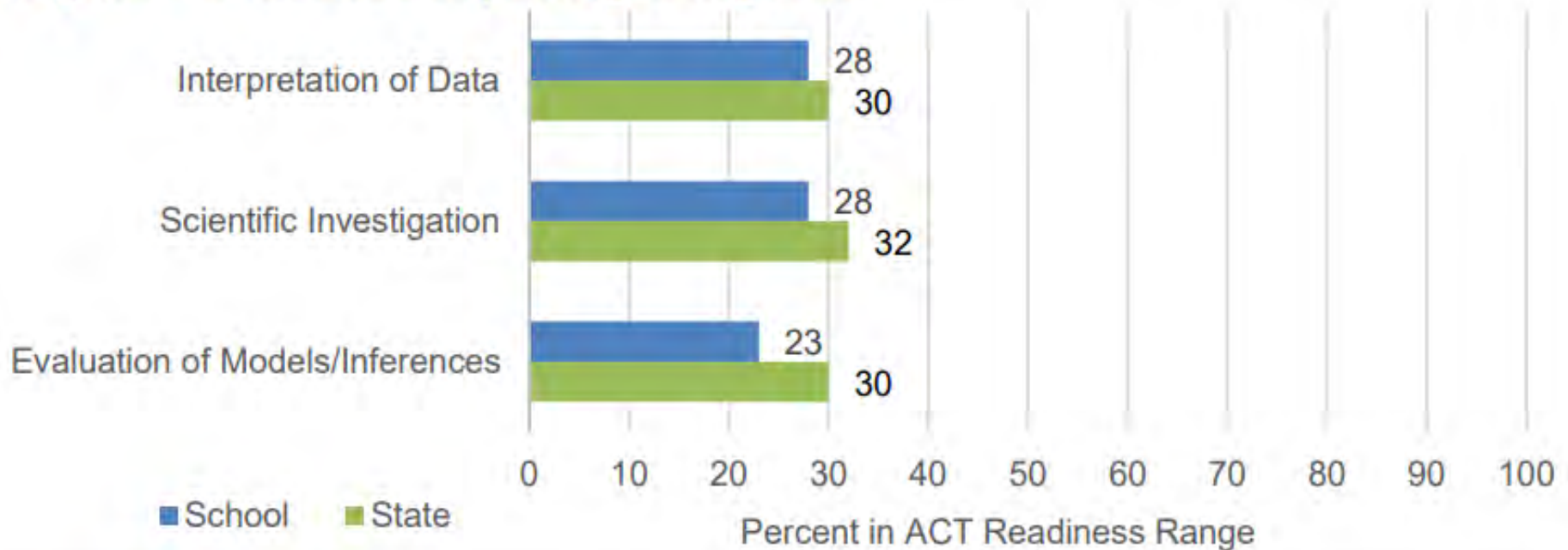
Trends

FROM Page 8

	2019		2020		2021	
	Tested #	Score	Tested #	Score	Tested #	Score
ALL STUDENTS	413	18.2	397	18.0	261	18.9
Black/African American	5	18.8	11	15.3	3	15.3
American Indian/Alaska Native	3	24.7	7	15.0	1	20.0
White	66	21.7	174	19.9	101	21.1
Hispanic/Latino	46	18.5	112	16.7	60	17.2
Asian	6	25.8	7	15.1	6	23.7
Native Hawaiian/Other Pacific Islander	2	21.0	21	14.2	4	17.8
Two or more races	12	22.6	45	18.0	23	19.1
Prefer not to respond/No response	273	16.9	20	16.4	63	16.6

Science – Benchmarks by Standards/Strand

Figure 2.5. Science Reporting Categories



Science Performance by reported Course Pattern

NATURAL SCIENCE COURSE PATTERN	N	Percent Taking Pattern	Avg ACT Science	Percent Who Met Benchmark	N	Percent Taking Pattern	Avg ACT Science	Percent Who Met Benchmark
Gen Sci ¹ , Bio, Chem, & Phys	49	19	21.4	37	5,667	21	21.9	45
Bio, Chem, Phys	0	0	.	.	1,062	4	24.1	62
Gen Sci ¹ , Bio, Chem	74	28	20.3	36	7,440	28	20.2	31
Other comb of 3 years of Natural Science	11	4	22.5	45	920	3	19.6	27
Less than 3 years of Natural Science	29	11	19.0	17	5,758	21	18.7	21
Zero years / no Natural Science courses reported	98	38	16.9	7	6,073	23	17.6	15

¹Includes General, Physical and Earth Sciences.

38% of students did not report courses! (Administration problem... not necessarily the students!)

- What course pattern showed the highest score average? Why?
- Highest score average was "Other Combination. Can we learn more about that combination at EHS?
- 11% of students reported "Less than 3 years of Natural Science. Is that actually possible?
- Really? ZERO students took BIO, CHEM, & PHYSICS at this school??? (doubtful...)

What questions do YOU have?

- ✓ *More data will mean more/better insights.*
- ✓ *This was the before school, 35 minutes, “Cliff’s Notes”, show.*
- ✓ *PreACT Data actually provides the same reports basically,
However ... with PreACT you get a question-by-question performance breakdown AND the actual Test Booklets should be on campus!*
- ✓ *Which types of questions are YOUR students missing/getting right?*

ACT College Career Readiness Standards (CCRS)

- Broken down by score ranges
- Alignment of increasing complexity by score range in each subject
- 3 Tools
 - ✓ Poster
 - ✓ Curriculum Review Worksheets
 - ✓ Website:
<https://www.act.org/content/act/en/college-and-career-readiness/standards.html>

Science Curriculum Review Worksheets

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

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

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

Science College and Career Readiness Standards			For each skill, knowledge, or process:		
			Is it included in your Science curriculum?	At what grade level (or in which course) are students first introduced to it?	At what grade level (or in which course) are students expected to demonstrate proficiency ?
IOD	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			
SIN	301	Understand the methods used in a simple experiment			
SIN	302	Understand the tools and functions of tools used in a complex experiment			
SIN	303	Find basic information in text that describes a complex experiment			
EMI	301	Identify implications in a model			
EMI	302	Determine which models present certain basic information			

► SCIENCE

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

SCORE RANGE	INTERPRETATION OF DATA (IOD)
13-15	<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>
16-19	<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>
20-23	<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>

Students who score in the 1-12 range are most likely beginning to develop the knowledge and skills assessed in the other ranges.

23

THE ACT COLLEGE READINESS BENCHMARK FOR SCIENCE IS 23. Students who achieve this score on the ACT Science Test have a 50% likelihood of achieving a B or better in a first-year Biology course at a typical college. The knowledge and skills highly likely to be demonstrated by students who meet the Benchmark are shaded.

Contact Information :

Oklahoma State Regents
for Higher Education
Office of Student Preparation

<https://okhighered.org/student-prep/>

