

Connecting Assessments:

Informed Data for Improving ACT Scores

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Sherri Pankhurst

- 27 years in education
- Previous Director of Curriculum & Instruction, DTC, Federal Programs, PD Coordinator & Instructional Technology Integration Specialist
- Doctorate in Educational Administration, Curriculum & Supervision
- ACT Account Executive for OK & N. TX



ACT[®]

**COLLEGE &
CAREER
READY**

ACT[®]

Definition of College and Career Readiness

Students are equipped, **without remediation, to enroll and succeed in a credit-bearing first-year course at a two-year or four-year institution, trade school, or technical school.**



How can we raise our ACT scores?

How do I prepare my students for the ACT?

What HAS been happening?

Grade 11 Profile Report: 5 Year Trends

Table 1.1 Five Year Trends-Percent of Students Who Met College Readiness Benchmarks

	Number of Students		Percent Who Met Benchmarks									
	Tested		English		Mathematics		Reading		Science		Met All Four	
Year	District	State	District	State	District	State	District	State	District	State	District	State
2016-2017	201	35,155	32	46	14	25	17	37	15	24	7	15
2017-2018	225	34,234	25	42	16	20	21	30	14	20	8	11
2018-2019	231	36,053	34	44	9	20	17	32	10	20	5	12
2019-2020	0	0	.	.	.	.	.	.	.	.	.	.
2020-2021	242	35,735	30	40	12	17	16	29	11	18	6	11

What is happening NOW?

Summary View: The ACT (All Data), Tanaris High School, 2021-2022

Showing students who are [College Reportable](#)



Group	Year	Composite		Math	Science	STEM	English	Reading	Writing	ELA
		Valid Number	Mean Score	Mean Score	Mean Score	Mean Score	Mean Score	Mean Score	Mean Score	Mean Score
11th	2021-2022	33	19.7	18.7	19.8	19.5	19.3	20.4	6.6	23.6
12th	2021-2022	28	18.7	17.8	18.5	18.4	18.6	19.6	7.0	23.5
H.S. Graduate	2021-2022	9	18.3	16.7	18.2	17.7	18.7	19.9		
College Student	2021-2022	28	18.7	17.8	18.5	18.4	18.6	19.6	7.0	23.5
Other - Grade	2021-2022	9	18.3	16.7	18.2	17.7	18.7	19.9		
No Grade Information Provided	2021-2022	13	23.1	21.9	22.9	22.8	23.5	23.3	10.0	28.0



**Assessment
Curriculum
Instruction**

ACT[®]

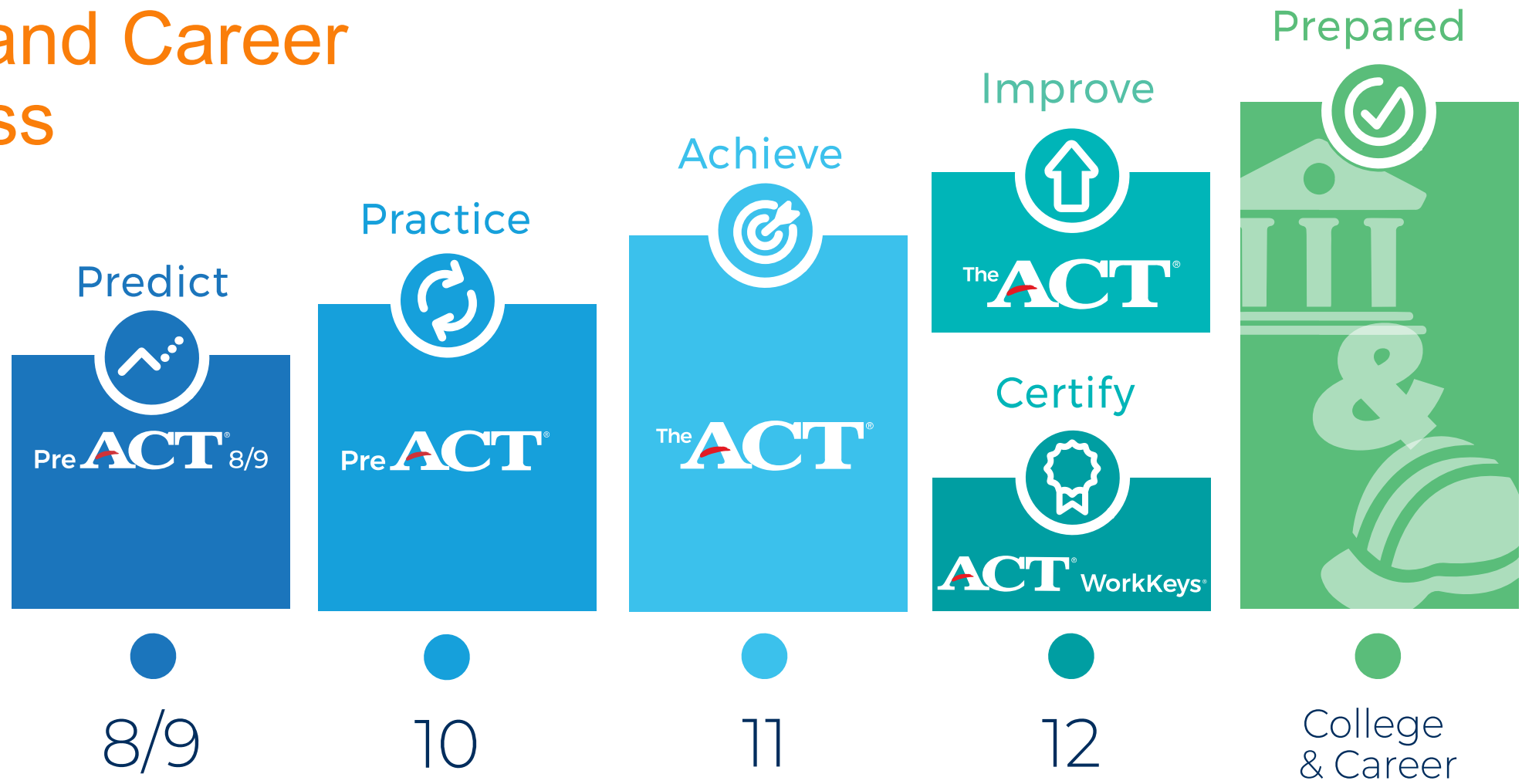


ACT[®]



What assessments are you using to ensure the students are ready for college or career?

CONNECTED ASSESSMENTS for College and Career Readiness





ASSESS to identify
areas of interest and
improvement **EARLIER**



PreACT

- 10th grade multiple-choice paper assessment
- Provides actionable insights for students, parents, and educators
- Shorter in length than the ACT
- Flexible test administration dates
- Provides Subject and Composite scores
- Rapid reporting means earlier and more effective intervention and planning

&

PreACT 8/9

- A grade 8/9 test aligned to the PreACT and ACT tests
- Monitors progress toward college and career readiness
- Provides Subject and Composite scores
- Predicts performance on the PreACT and the ACT
- Provides an Indicator of Progress toward Career Readiness

act.org/preact

act.org/preact8-9

PreACT & PreACT 8/9 REPORT PACKAGE

2019-2021 PreACT™ 8/9 Educator
School Report - Grade 9

What was the frequency of
Your school's frequency distributions
Readiness Benchmarks, consider the

Frequency Distribution

PreACT 8/9 Score	Composite			
	Score	Freq.	CP*	OP*
30	3	73	99	
29	1	67	98	
28	1	65	97	
27	2	63	96	
26	1	58	94	
25	0	56	91	
24	1	56	89	
23	2	54	86	
22	0	50	82	
21	2	50	78	
20	1	46	73	
19	1	44	68	
18	2	42	62	
17	1	38	55	
16	2	35	48	
15	1	31	39	
14	2	29	30	
13	1	25	22	
12	1	23	14	
11	1	21	7	
10	2	19	3	
9	1	15	1	
8	0	13	1	
7	1	13	1	
6	1	10	1	
5	1	8	1	
4	0	6	1	
3	1	6	1	
2	0	4	1	
1	2	4	1	
Mean: 21.4 17.7				
Std. Dev: 10.8 8.0				

OO# 3456789
CP# 54321
PN# 333333333

2019-2020 PreACT™ 8/9 Item Response Summary Report
School Report - Grade 9

Item-Response Summary for Math (1/3)

The tables below show the percent of students in the reported
students that did not respond to the item. The results are group
correct response.

Preparing for Higher Math

Item	A/F	B/G	C/H	D/J	E/K
1	0	0	*94	2	0
2	0	0	*94	2	0
5	2	0	0	*89	0
9	2	0	0	*81	0
10	0	0	*79	2	0
11	2	0	0	*77	0
12	2	0	0	*75	0
13	0	*74	0	2	0
14	*72	0	0	2	0
15	0	0	*70	2	0
16	0	0	0	2	*68
17	0	0	*64	2	0
18	0	0	0	2	*62
19	*60	0	0	2	0
20	2	0	0	*58	0
21	0	*57	0	2	0
23	*52	0	0	2	0
26	0	*47	0	2	0
30	2	0	0	*40	0
31	0	0	0	2	*34
36	0	0	0	2	*30

STATE : RI
SCHOOL : WASHINGTON HIGH SCHOOL
SORT CODE : 40102920
Total Students in Report: 124

2019-2020 PreACT™ 8/9 Student List Report
School Report - Grade 9

Student Name	Student ID Number	PreACT™ 8/9 Test Score
1. Bargas, Maria	20185610377	PreACT™ 8/9 Test Score
2. Bargas, Maria	20185610377	PreACT™ 8/9 Test Score
3. Cardenas, Maggie	20185610360	PreACT™ 8/9 Test Score
4. Cardenas, Maggie	20185610360	PreACT™ 8/9 Test Score
5. Delacruz, Kira	20185610362	PreACT™ 8/9 Test Score
6. Delacruz, Kira	20185610362	PreACT™ 8/9 Test Score
7. Ewing, Junior	20185610364	PreACT™ 8/9 Test Score
8. Ewing, Junior	20185610364	PreACT™ 8/9 Test Score
9. Hogan, Sarah	20185610386	PreACT™ 8/9 Test Score
10. Hogan, Sarah	20185610386	PreACT™ 8/9 Test Score
11. Homer, Jane	20185610388	PreACT™ 8/9 Test Score
12. Homer, Jane	20185610388	PreACT™ 8/9 Test Score
13. Huff, Braden	20185610389	PreACT™ 8/9 Test Score

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CP# 54321
PN# 333333333

SAMPLE REPORT
1 of 1

2019-2020 PreACT™ 8/9 Early Intervention Rosters
School Report - Grade 9

Which of our students reported that they plan to attend college,
but earned a PreACT Composite score of 15 or lower, or do not plan to take college co

Coursework Intervention

Student Name	PreACT™ 8/9 Test Score					Years of Coursework			
	Comp	Math	Sci	Eng	Read	Eng	Math	Soc	Nat
1. Cardenas, Maggie	B	15	15	13	17	16	0	0	3
2. Delacruz, Kira	B	15	14	17	13	17	3	3	3.5
3. Ewing, Junior	C	15	18	15	15	13	6	3	3.5
4. Harrison, Curtis	A	16	18	17	14	28	3	2	4
5. Hogan, Sarah	A	18	18	21	14	17	2	0	4
6. Jensen, Kadence	A	19	16	24	14	21	7	3	5
7. Jensen, Lailah	C	13	11	14	14	15	3	4	4
8. Johnston, Adeline	A	16	16	25	7	18	4	0.5	9
9. Maddox, Moniah	A	17	14	14	18	24	1	3.5	4
10. Mathis, Reyna	A	19	21	22	18	14	3.5	5	3
11. Nash, Lorelei	B	15	13	11	21	14	4	4	2
12. Osborne, Janiyah	A	17	17	16	16	22	2	5	3
13. Pope, Shannon	C	15	13	14	16	16	5	7	6
14. Preston, Ariel	A	21	25	21	28	11	4	2	3

A: Composite of 16 or higher; does not plan to take core
B: Composite of 15 or lower; does not plan to take core
C: Composite of 15 or lower; plans to take core

OO# 3456789
CP# 54321
PN# 333333333

SAMPLE REPORT

4 of 5

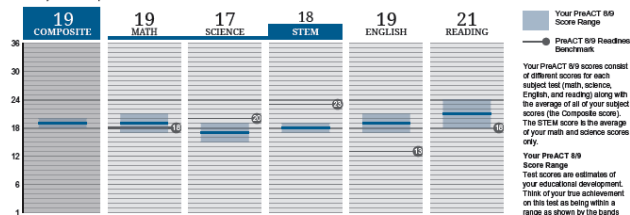
ANN C. TAYLOR (ID# 123876)
Test Date: October 8, 2020
WASHINGTON HIGH SCHOOL (Code: 123456)
Grade: 8

SAMPLE

PreACT™ 8/9
Student Report

Your PreACT™ 8/9 Composite Score is 19

This graph visually represents your PreACT 8/9 scores compared to the PreACT 8/9 Readiness Benchmark. When looking at this you can see
where your scores compare to the PreACT 8/9 Readiness Benchmarks.



Your Predicted PreACT® Composite Score Range is 21-24

The scores below predict your future performance ranges when taking the PreACT in 10th grade assuming typical achievement growth.

The scores below predict your future performance ranges when taking the full ACT in 11th grade assuming typical achievement growth.

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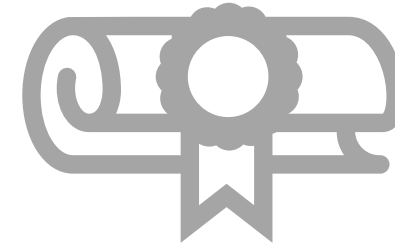
Table 3.2. Scale Score Ranges for PreACT 8/9 and PreACT College Readiness Indicators

Scale Score	Test	College Readiness Indicator			ACT Benchmark
		In Need of Intervention	On the Cusp	On Target	
English	PreACT 8/9	1–9	10–12	13–30	18
	PreACT	1–11	12–14	15–35	
Mathematics	PreACT 8/9	1–15	16–17	18–30	22
	PreACT	1–16	17–18	19–35	
Reading	PreACT 8/9	1–14	15–17	18–30	22
	PreACT	1–16	17–19	20–35	
Science	PreACT 8/9	1–16	17–19	20–30	23
	PreACT	1–17	18–20	21–35	
STEM	PreACT 8/9	1–19	20–22	23–30	26
	PreACT	1–21	22–23	24–35	

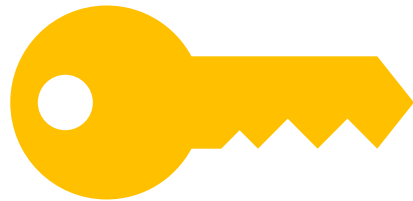
ACT District Testing



Creates an **environment**
for **equity**



Raises **college awareness** and
exposure among all students



Removes barriers
associated with
weekend testing

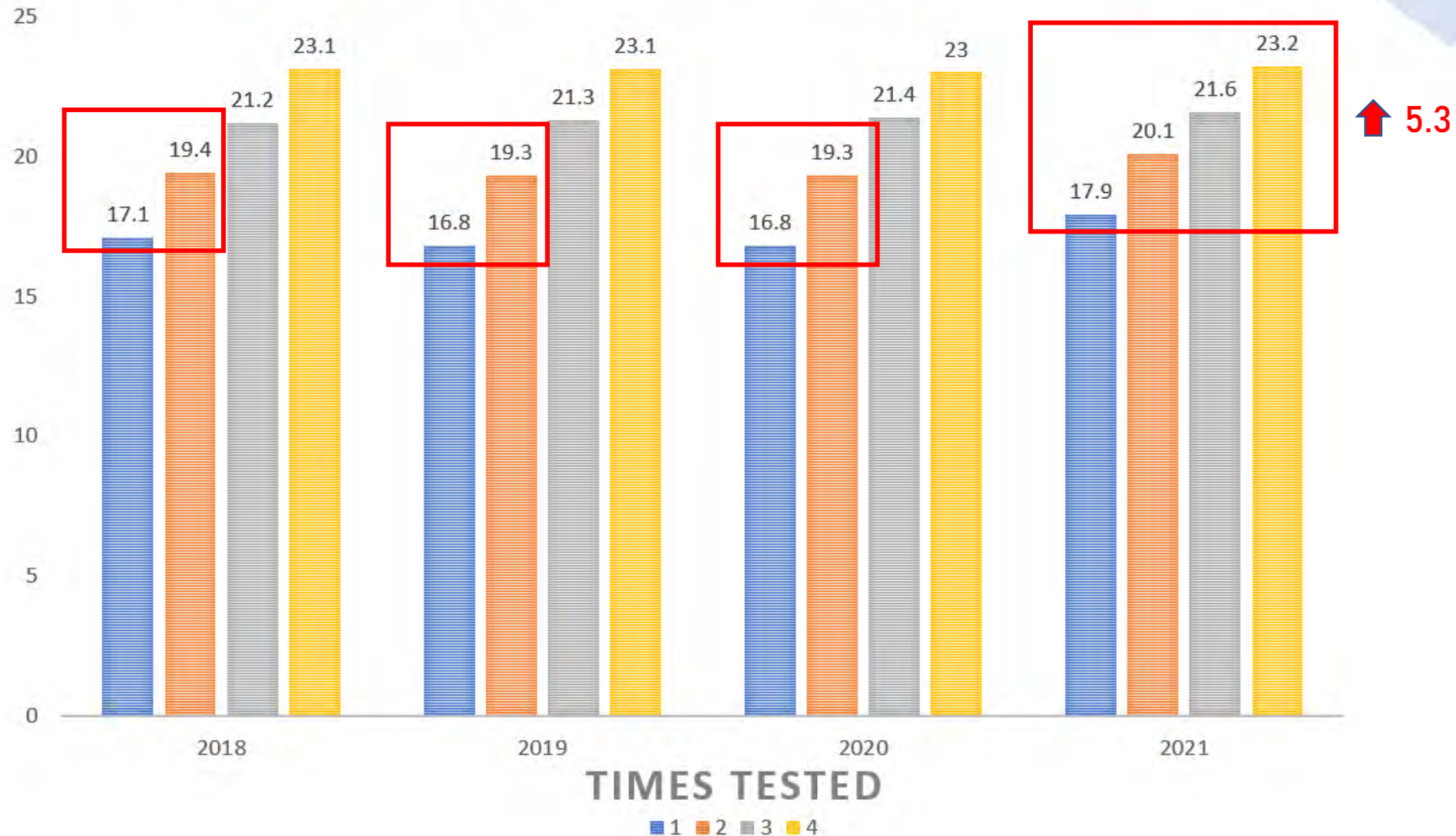


Allows students to **test in**
their own classrooms on a
school day



Assesses what
students **learn**
in school

Oklahoma Retesting: A Chance to Improve



Complete by entering:	ACT Connected System of Assessments: Benchmarking and Progress Tracker														
	*Enhanced by Item Response Summary Report from PreACT 8/9/10														
	2019 - 20					2020 - 21					2021 - 22				
Subject = Mean Score (PreACT(s) benchmarked by administration season) Reporting Categories = % correct or N/A (items in try-out this form)	Pre 8* S	Pre 9* S	Pre 10* S	ACT 11	ACT 12	Pre 8* S	Pre 9* S	Pre 10* S	ACT 11	ACT 12	Pre 8* S	Pre 9* S	Pre 10* S	ACT 11	ACT 12
English	11	13	15	18	18	11	13	15	18	18	11	13	15	18	18
Production of Writing															
Knowledge of Language															
Conventions of Standard English															
Reading	16	18	20	22	22	16	18	20	22	22	16	18	20	22	22

CONNECTED ASSESSMENTS

for College and Career Readiness

Complete by entering:	ACT Connected System of Assessments: Benchmarking and Progress Tracker														
	*Enhanced by Item Response Summary Report from PreACT 8/9/10														
	2019 - 20					2020 - 21					2021 - 22				
Subject = Mean Score (PreACT(s) benchmarked by administration season) Reporting Categories = % correct or N/A (items in try-out this form)	Pre 8* S	Pre 9* S	Pre 10* S	ACT 11	ACT 12	Pre 8* S	Pre 9* S	Pre 10* S	ACT 11	ACT 12	Pre 8* S	Pre 9* S	Pre 10* S	ACT 11	ACT 12
English	11	13	15	18	18	11	13	15	18	18	11	13	15	18	18
Production of Writing															
Knowledge of Language															
Conventions of Standard English															
Reading	16	18	20	22	22	16	18	20	22	22	16	18	20	22	22
Key Ideas and Details															
Craft and Structure															
Integration of Knowledge and Ideas															



Curriculum

ACT[®]



Name 1-3 strategies
you use in the
classroom to help your
students prepare for
the ACT.

[illegible][illegible]

How to Use the ACT College and Career Readiness Standards Posters:

ACT College and Career Readiness Standards: STEM

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

MATHEMATICS

Because algebra and functions are closely connected, some Standards apply to both categories.

- Perform one-operation computation with whole numbers and decimals
- Recognize equivalent fractions and fractions in lowest terms
- Locate positive rational numbers (expressed as whole numbers, fractions, decimals, and mixed numbers) on the number line

24–27

■ Create fractions
■ Find and use the least common multiple
■ Work with names of factors
■ Extend their knowledge of the complex numbers
■ Add and subtract integers that have integer values

■ Solve multi-step word problems that involve planning or converting between different units of measurement (e.g., time) or related to work performance
■ Build functions and write exponential equations, or translate with a trigonometric function for common periodic settings (e.g., rate of change)
■ Model their equations with data graphs in the coordinate plane

■ Use several angle properties to find unknown angle measures
■ Count the number of lines of symmetry of a geometric figure
■ Use properties of triangles (heights) to find unknown side lengths or angle measures
■ Recognize that real-world data can be represented by graphs and that the axes are labeled with quantities and units

■ Calculate the average given the frequency counts of all the data values
■ Manipulate data from tables and charts
■ Compute straightforward probabilities for common situations
■ Use Venn diagrams (counting)
■ Draw a tree diagram to represent the outcomes of the event

be demonstrated by students who meet the Benchmark are shaded.

ACT Certified Educator (ACE)

Provides educators with a **training and certification program** to best prepare students to deepen their mastery of college readiness standards and take the ACT test

Delivers **content knowledge** (from ACT College and Career Readiness Standards) and **teaching skills** necessary to steer student learning and readiness for success after high school, including:

- oTeaching techniques
- oCoaching skills
- oUse of resources

Offers an opportunity to earn a **certificate valid for two years.**





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ACT[®] Online Prep[™]

ACT[®]



Content areas and Reporting Categories	
English	0 of 751
Conventions of Standard English	0 of 460
Knowledge of Language	0 of 106
Production of Writing	0 of 185
Mathematics	0 of 804
Integrating Essential Skills	0 of 277
Preparing for Higher Math - Number and Quantity	0 of 79
Preparing for Higher Math - Algebra	0 of 182
Preparing for Higher Math - Geometry	0 of 113
Preparing for Higher Math - Functions	0 of 126
Preparing for Higher Math - Statistics and Probability	0 of 27
Reading	0 of 482
Integration of Knowledge and Ideas	0 of 80
Key Ideas and Details	0 of 257
Craft and Structure	0 of 145
Science	0 of 536
Interpretation of Data	0 of 240
Scientific Investigation	0 of 129
Evaluation of Models, Inferences, and Experimental Results	0 of 167

		Time
English Short Test	30 Questions	Unlimited
Math Short Test	22 Questions	Unlimited
Reading Short Test	18 Questions	Unlimited
Science Short Test	18 Questions	Unlimited
ACT® Practice Exam 1	215 Questions	2:55:00
ACT® Practice Exam 2	215 Questions	2:55:00
Practice Quiz	97 Questions	1:46:00
Math and Science Quiz	49 Questions	1:00:00
	over 3000 items	



Track to
Test Day

Daily Goals



Study Plan

My Stats

Practice
Dashboard

Practice Tests

Writing Tests

Lessons

Flashcards

Game Center

Discussions

Search

Study Plan

Structured Plan

92

DAYS UNTIL 12/07/2021

Today's Knowledge Goal

0/71

Study Plan Progress

0%

Getting Started | 0 / 8 Tasks

Welcome to ACT Online Prep™
2 Knowledge Points

Get Started »

Getting Started | 8 Tasks | 187 Knowledge Points

Study Plan Step 1 | 17 Tasks | 97 Knowledge Points

Study Plan Step 2 | 15 Tasks | 151 Knowledge Points

Study Plan Step 3 | 20 Tasks | 222 Knowledge Points

Semicolons

A semicolon is used:

- to join closely related independent clauses when a coordinate conjunction is not used
- with conjunctive adverbs to join main clauses
- to separate items in a series that contains commas
- to separate coordinate clauses when they are joined by transitional words or phrases

A semicolon is not used to join two dependent clauses (sentence fragments).

Good Semicolons

Use a semicolon to join two complete and closely related sentences

Each sentence has to be able to stand on its own, and the two sentences should pertain to the same subject or be otherwise related.

My mother has been knitting all her life; I don't think she'll ever stop.

I was constantly reminded to stay strong by my sister; her encouragement and love helped me through some tough years.

Taavetti starts a new job today; she is very excited.

I don't understand the directions; my teacher must explain them to me.

Use a semicolon with conjunctive adverbs (transition words) to join independent clauses.

Jo Dee is interested in taking the class; *however*, it does not fit in her schedule.

My brother seems short compared to his friends; *nevertheless*, he is the tallest person in our family.

Rate Your Confidence

High

Medium

Low

Incorrect

Category:

Conventions of Standard English

Practice Question Sets

Conventions of Standard English

Done practicing

Question 1 of 7

Review Answer **ON**

Germany's Black Forest

The Black Forest, a large, forested mountain range, lies in the far southwest corner of Germany. Today it occupies about 2,320 square miles, but its current area is only a small indication of its anterior sprawl. Loggers cleared a huge number of hardwood trees from the Black Forest in the eighteenth century, planting instead pines and firs. Commercial deforestation and natural phenomenon, such as a huge cyclone in 1999, have transformed the forest's tropical flora, but many natural features endures. The region's major rivers, deep lakes, and high mountain peaks were formed by giant glaciers thousands of years ago, and these formations still exist. [*]

In the nineteenth century, the kingdom became well-known for its master clockmakers, who produced beautifully crafted and famously accurate mechanical clocks. Accordingly, one branch of Black Forest Clockmakers produced the iconic cuckoo clocks, which came to the height of their popularity in the 1850s. Later on, the Black Forest clocks had become a mass-produced commodity. The industry lost its prestige shortly after World War II. [*]

In modern times, the major industry in the Black Forest is international tourism. Local Germans spend a lot of time hiking the forest's long-distance footpaths. Another major attraction for tourists is the fairy tale landscape. The Black Forest was the unofficial setting of many German fairy tales, including "Hansel and Gretel" and "Little Red Riding Hood." The mountainsides are still said to be haunted with werewolves, witches, and sorcerers. Still others are attracted by the delicious food native to the region. Of the many pastries that originated in the Black Forest region, the Black Forest Gâteau, a chocolate layer cake — is by far the most popular.

Although the land and the inhabitants have changed through the years, the Black Forest region continues to produce the clocks, hiking, and culinary delights that bring fame to Germany.

- A. NO CHANGE
 B. werewolves witches, and sorcerers.
 C. werewolves witches and sorcerers.
 D. werewolves, witches and sorcerers.

- ☒ A
☒ B
☒ C
☒ D

Skip

Difficulty Level: Easy

Predicted
Scores

ADMINISTRATIVE DASHBOARD

Administrative
Dashboard

TOOLS

Assignments
Message Center
Student Listing

ANALYTICS

Students
Groups
Schools

REAL-TIME

Real-Time Reports
Test Reports

Test Reports

Test Data

Generated Reports

Filters

Filtered data

Run

Now Filtering

Clear Filters

Student Name	Student Email	Course Name	Test Name	Date	Attempt #	Test Score	Test State	% Score	School
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		ACT Online Prep™	English Short Test	2021-09-07	1	18-22			ACT Staff Demo Institution
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Displaying 1 - 1 of 1 in total

Completion
Rate

Study Plan

My Stats

Practice

Practice Tests

Writing Tests

Lessons

Flashcards

Game Center

Discussions

Search

Completion

56%

Correct

9 of 2573
Questions Taken

00:00:24
Avg. Answer Time

00:00:21
Avg. Correct Answer Time

00:00:27
Avg. Incorrect Answer Time

00:00:19
Avg. Session Duration

Question Categories

Reports

Category Name

Complete

% Correct

English

7 of 751

57%

Conventions of Standard English

3 of 460

33%

Knowledge of Language

4 of 106

75%

ACT[®] Online Prep

You are impersonating 18565361 [Exit Imperso](#)

- Study Plan
- My Stats
- Practice
- Practice Tests
- Writing Tests
- Lessons
- Flashcards
- Game Center
- Discussions
- Search

63%
Correct

30 of 30
Questions Taken

00:00:31
Avg. Answer Time

00:00:33
Avg. Correct Answer Time

00:00:26
Avg. Incorrect Answer Time

18-22 (benchmark 18)
Predicted Score

Question Review Category Scores

Filter ▾

Review All

# ▾	✓ ▾	Confidence ▾	Preview	Time ▾	Difficulty ▾	🔖 ▾
1	✗	Medium	NO CHANGE coast now; coast now, coast now	0 min 34 secs	Moderate	 Review
2	✓	High	NO CHANGE airport, on airport and on airport. On	0 min 22 secs	Difficult	 Review
3	✓	High	NO CHANGE packet, fairly small, packet, almost square, packet of artificial material	0 min 22 secs	Easy	 Review

You are impersonating [redacted]: 18565361

✕ Exit Impersonation

- Study Plan
- My Stats
- Practice
- Practice Tests
- Writing Tests
- Lessons
- Flashcards
- Game Center
- Discussions
- Search

Question 1 of 30

fishing rods hang over the edge of the planks. Babies are bundled against the chill of a damp night as their parents fish, waiting for a run of bluefish, sometimes pulling in a rockfish, it's mouth blinking like an eye. When the bluefish do run, everyone prepares to reel in these fierce fighters, aware that a one-pound bluefish can pull at the line like crazy.

I instead keep the ocean souvenir on my desk by my computer. On days when a harsh winter wind blows, I hold the plastic packet up to the light and dream of warm sand and a sun-drenched sea.

A. NO CHANGE
B. coast now;
C. coast now,
D. coast now

Solution:

The correct answer is D. No punctuation is necessary to accurately convey the relationship between the ideas in this introductory clause (the narrator misses the coast because she lives far from it). A is incorrect because placing a colon after the word *coast* is not grammatical (colons should only be used after statements that are complete sentences) and obscures how ideas in the clause are related. B is incorrect because placing a semicolon after the word *now* creates an ungrammatical break and

✕ Incorrect

Correct Answer	Your Answer
A	✕
B	
C	
D	

Confidence Level:
Medium

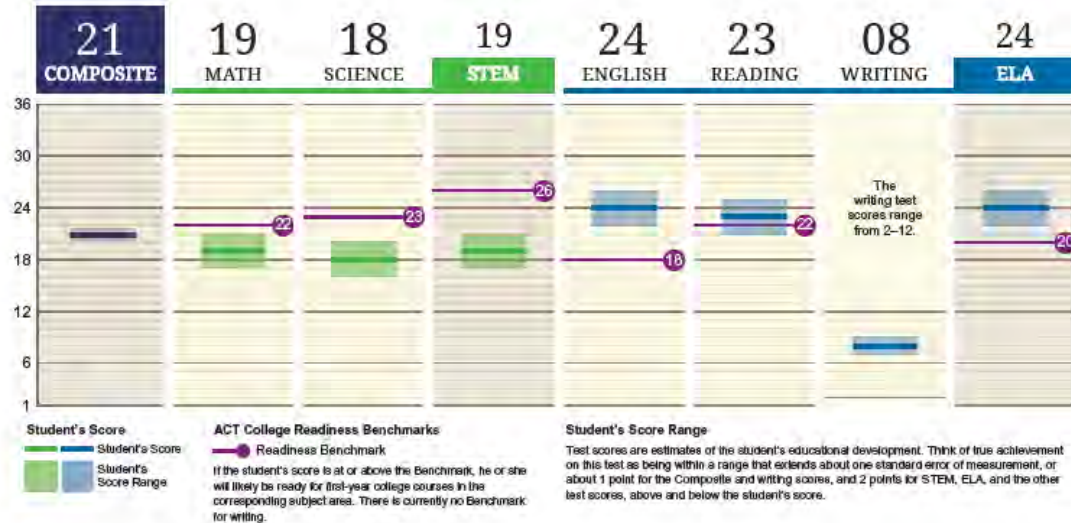
Time Spent:
0 min 34 secs

Difficulty Level:
Moderate

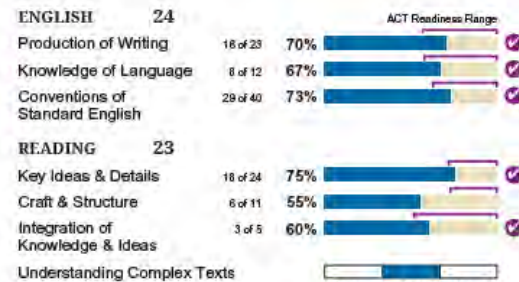
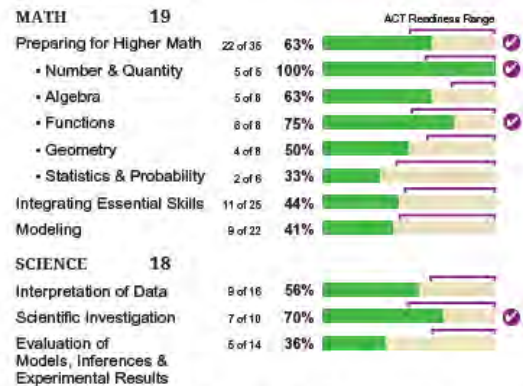
ANN C TAYLOR
7852 W 46TH ST APT 4
WHEAT RIDGE, CO 80033-0234

ACT ID: -54116290
GRADUATION YEAR: 2020
DOB: AUGUST 22, 2001
GENDER: FEMALE

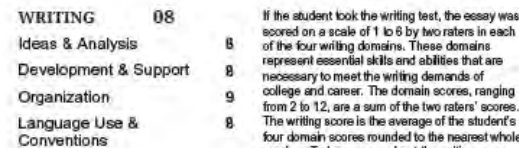
TEST DATE: APRIL 2019
HIGH SCHOOL CODE: 061-450
WHEAT RIDGE SR HIGH SCHOOL



Detailed Results



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



If the student took the writing test, the essay was scored on a scale of 1 to 8 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, ranging from 2 to 12, are 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.

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: Science, Technology, Engineering, and Math | **ELA:** English Language Arts
ACT Readiness Ranges: This range shows where a student who has met the ACT College Readiness Benchmark on this subject test would typically perform.



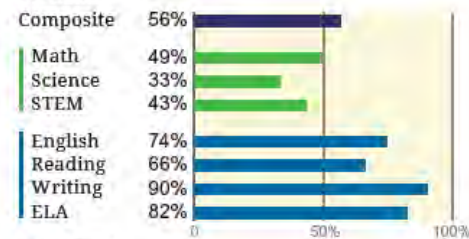
High School Report



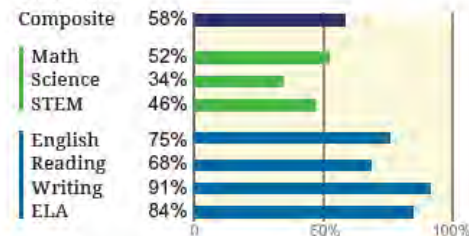
Ranking Results

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.

US Rank



State Rank



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. Visit www.act.org/NCRC-indicator to learn more.



Students with this ACT Composite score are likely to obtain a Silver level on the ACT NCRC.

Dashes (-) indicate information was not provided or could not be calculated.





Oklahoma & N. Texas ACT – FREE WORKSHOPS
– March 22-29, 2022 – 4 Different Sites!
Data Driven Instruction Using Data from ACT Assessments

- **Osasso, OK - PM**
Tulsa Tech
Tuesday, March 22, 2022
1:00 p.m. – 4:00 p.m., CT
- **Lawton, OK**
Cameron University
Thursday, March 24, 2022
9:00 a.m. – 12:00 p.m., CT
- **Oklahoma City, OK - PM**
Oklahoma City Community College
Friday, March 25
1 p.m. – 4:00 p.m., CT
- **Amarillo, TX**
Amarillo Technical Center Campus
Tuesday, March 29, 2022
9:00 a.m. – 12:00 p.m., CT

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