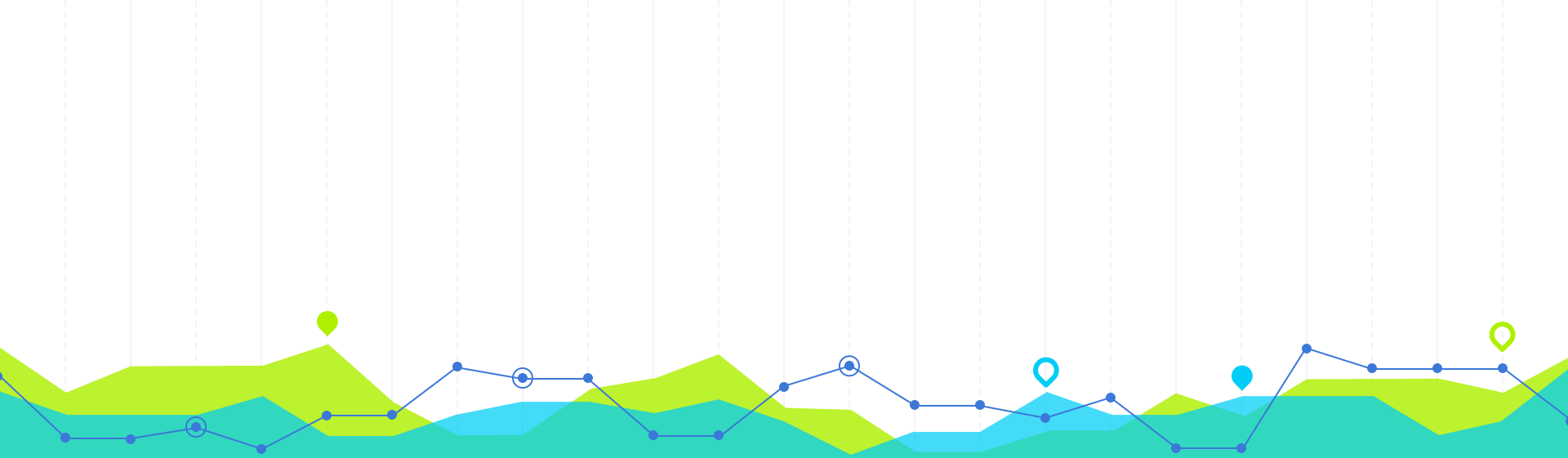




Interpreting ACT Aspire Test Results

ACT Aspire

- Content: Aligned to ACT benchmarks not MN Standards
- Purpose: Become familiar with as well as practice the ACT format
- Provides:
 - Data over time that shows student growth
 - Information on how a student is doing on the benchmarks measured on the ACT
 - Gives feedback to teachers on areas for improvement
 - 8th grade students will receive a predicted ACT score based on their composite scores



Understanding your report

One page ISR

Individual Student Results



ACT Aspire Summative, Assessed May 05, 2016 - May 11, 2016

BENJAMIN SMITH
Grade 8
BRUNSWICK JUNIOR HIGH SCHOOL, District ID: 001
Birth Date: 3/17/2002, Student ID: 000000001

Subject Proficiency
How is BENJAMIN progressing toward unlocking his potential and preparing for college and a career?

MAIN SCORES

Subject	ACT Readiness Level	Score Score Range	National Percentile Rank
English	Exceeding	441 437 - 445	94th
Reading	Ready	427 424 - 430	71st
Writing	Close	422 417 - 427	38th
Science	Exceeding	440 437 - 443	99th
Math	Close	420 417 - 423	43rd
Composite		432 430 - 434	

(SAMPLE REPORT)

SUPPLEMENTAL SCORES

	ACT Readiness Range	Score Score Range
English Language Arts	Ready	430 428 - 432
STEM	Ready	430 428 - 432

Progress with Text Complexity: You are making sufficient progress.

Progress Toward Career Readiness: You are making progress toward a **Gold** level on the ACT NCRC.

ACT Readiness Level: Based on the test score and performance level cut scores, your performance can be classified into one of these levels: Exceeding, Ready, Close, In Need of Support.

Score Range: All measurements, including test scores, contain uncertainty. Your test score indicates how well you performed on the actual test day. However, the Score Range shows the scores you would likely obtain if you took the test again without additional coursework.

These scores are estimates of student knowledge and achievement. The student's actual achievement could be slightly higher or lower than scores shown.

National Percentile Rank: The percentage of other grade 6 students in the nation who received a score that is the same as or lower than yours.

ACT Readiness Range: Where a student who has met the ACT Readiness Benchmark on this assessment would typically perform.

Understand subject skill expectations for each ACT Readiness Level by reviewing the Performance Level Descriptors: www.DiscoverACTAspire.org/performance-level-descriptors

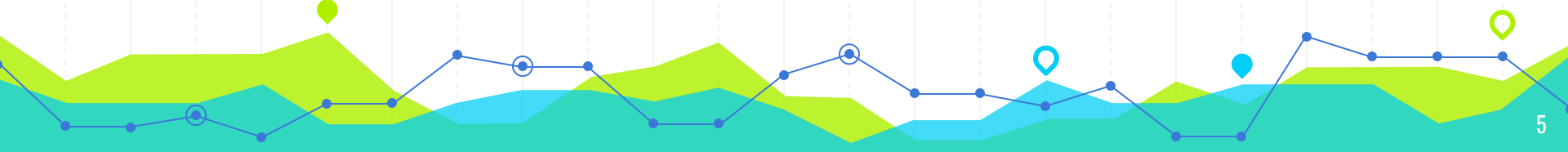
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Interpreting Scores in each content area

MAIN SCORES

Subject	ACT Readiness Level	Score Score Range	National Percentile Rank
English	Exceeding	441 437 - 445	94th
Reading	Ready	427 424 - 430	71st
Writing	Close	422 417 - 427	38th
Science	Exceeding	440 437 - 443	99th
Math	Close	420 417 - 423	43rd
Composite		432 430 - 434	

% of students in that grade level that scored the same or lower than your student.



Performance Band Ranges

Subject	ACT Readiness Level	ACT Aspire Scale Score Ranges by Grade Level							
		3	4	5	6	7	8	9	10
English	In Need of Support	400-407	400-410	400-411	400-412	400-412	400-414	400-418	400-420
	Close	408-412	411-416	412-418	413-419	413-420	415-421	419-425	421-427
	Ready	413-417	417-422	419-425	420-426	421-428	422-428	426-432	428-434
	Exceeding	418-435	423-438	426-442	427-448	429-450	429-452	433-456	435-456
Reading	In Need of Support	400-410	400-411	400-414	400-415	400-416	400-417	400-418	400-421
	Close	411-414	412-416	415-419	416-420	417-422	418-423	419-424	422-427
	Ready	415-418	417-421	420-424	421-425	423-428	424-429	425-430	428-433
	Exceeding	419-429	422-431	425-434	426-436	429-438	430-440	431-442	434-442
Mathematics	In Need of Support	400-408	400-410	400-411	400-413	400-415	400-418	400-421	400-425
	Close	409-412	411-415	412-417	414-419	416-421	419-424	422-427	426-431
	Ready	413-416	416-420	418-423	420-425	422-427	425-430	428-433	432-437
	Exceeding	417-434	421-440	424-446	426-451	428-453	431-456	434-460	438-460
Science	In Need of Support	400-413	400-414	400-416	400-417	400-419	400-421	400-423	400-425
	Close	414-417	415-419	417-421	418-422	420-424	422-426	424-429	426-431
	Ready	418-421	420-424	422-426	423-427	425-429	427-431	430-435	432-437
	Exceeding	422-433	425-436	427-438	428-440	430-443	432-446	436-449	438-449
Writing	In Need of Support	408-419	408-419	408-419	408-419	408-419	408-419	408-419	408-419
	Close	420-427	420-427	420-427	420-427	420-427	420-427	420-427	420-427
	Ready	428-435	428-435	428-435	428-435	428-435	428-435	428-435	428-435
	Exceeding	436-440	436-440	436-440	436-448	436-448	436-448	436-448	436-448

Links to ACT Aspire Performance Rubrics


- English
- Reading
- Math
- Science

These links lead to a break down the skills in Needs support, Close, Ready & Exceeds.



Early High School English — Performance Level Descriptors

Reporting Categories	Needs Support	Close	Ready	Exceeding
Production of Writing (POW) Students apply their understanding of the rhetorical purpose and focus of a piece of writing to develop a topic effectively. They use various strategies to achieve logical organization, topical unity, and general cohesion in grade-level appropriate narrative and informational texts.	A student performing at the Needs Support level: <ul style="list-style-type: none"> determines the overall rhetorical purpose of an essay when the content or structure of the essay is somewhat complex. is working on determining the rhetorical purpose of individual sentences in an essay. is working on determining a logical sequencing of information in a paragraph or essay. is working on determining how supporting details contribute to the focus of a paragraph or essay. is working on introducing main ideas of increasing complexity in an essay. is working on fluid use of transition words and phrases to connect ideas in an essay. 	A student performing at the Close level: <ul style="list-style-type: none"> determines the overall rhetorical purpose of an essay when the content or structure of the essay is complex. determines the rhetorical purpose of individual sentences within a paragraph. determines whether a sentence, phrase, or word should be added or deleted to enhance the focus of ideas in a paragraph. determines whether the sequencing of information in an essay is logical. provides a perfunctory transition word or phrase to logically connect complex ideas between sentences. 	A student performing at the Ready level: <ul style="list-style-type: none"> determines whether an essay accomplishes a specific rhetorical purpose when the purpose is complex or multifaceted. determines the rhetorical purpose of individual phrases or words within a paragraph. determines whether a sentence, phrase, or word should be added, deleted, or revised to enhance the focus of ideas in a paragraph. determines whether the sequencing of information within a paragraph is logical. uses a supporting detail that contributes to the focus of a paragraph. provides a sentence that subtly or fluidly introduces the main idea of a complex essay. 	A student performing at the Exceeding level: <ul style="list-style-type: none"> enhances the focus and cohesion of the essay as a whole by recognizing subtle effects of a revision to a word, phrase, or sentence. determines the rhetorical purpose of individual sentences, phrases, or words within an essay as a whole. determines whether the sequencing of an essay clearly develops the rhetorical purpose. uses a supporting detail that contributes to the overall rhetorical purpose of the essay. provides a sentence that connects ideas in a complex paragraph to the focus of the essay as a whole. uses a unique and context-specific transition phrase to logically connect ideas between paragraphs and to indicate shifts in the focus of the essay as a whole.
Knowledge of Language (KLA) Students demonstrate effective language use through ensuring precision and cohesion in word choice and maintaining consistency in style and tone in grade-level appropriate narrative and informational texts.	A student performing at the Needs Support level: <ul style="list-style-type: none"> is working on the knowledge and skills needed to recognize how style and tone develop throughout a piece of writing. is working on the knowledge and skills needed to communicate ideas and relationships precisely. is working on the knowledge and skills needed to identify unnecessary words and redundancy. 	A student performing at the Close level: <ul style="list-style-type: none"> revises to maintain a consistent style and tone in a sentence or paragraph when the writer's approach is obvious. uses words or phrases that precisely express a contrast between obviously contradictory ideas in a sentence, and uses language that precisely expresses ideas or actions that are developed throughout a short paragraph. recognizes and revises obvious redundancies and unnecessary words to make a sentence more concise. 	A student performing at the Ready level: <ul style="list-style-type: none"> revises to maintain a consistent style and tone in a sentence or paragraph when the writer's approach is somewhat subtle. uses appropriate domain-specific (Tier 3) words or phrases, considering both connotative and denotative meanings to precisely express an idea or action built throughout an essay. uses appropriate words or phrases to precisely express relationships between two related ideas within a sentence. recognizes and revises unnecessary words and phrases to make a sentence more concise when the context is somewhat complicated and/or the wording is subtle. 	A student performing at the Exceeding level: <ul style="list-style-type: none"> revises to maintain a consistent style and tone in various types of writing when the writer's approach is subtle or shifts. uses appropriate domain-specific (Tier 3) words or phrases, considering both connotative and denotative meanings to precisely express an idea or action throughout a complex essay. uses appropriate words or phrases to precisely express relationships between two complex, related ideas within a sentence. recognizes and revises unnecessary words or phrases to make a sentence more concise in complicated contexts, when redundancies are separated by one or more sentences, or when the redundancy might be mistaken for acceptable emphasis.
Conventions of Standard English (CSE) Students apply their understanding of the conventions of standard English grammar, usage, and mechanics to revise and edit grade-level appropriate narrative and informational texts.	A student performing at the Needs Support level: <ul style="list-style-type: none"> consistently recognizes faulty sentence structures. is working on recognizing faulty subject-verb agreement. is working on recognizing faulty pronoun-antecedent agreement. is working on recognizing errors in verb formation and inappropriate shifts in verb tense within sentences. is working on using appropriate modifiers, including comparative and superlative adjectives. is working on using idiomatically appropriate language, including prepositions. uses commas in a series or after introductory phrases in simple sentences. recognizes and corrects semicolon usage. uses appropriate to form possessives and contractions. 	A student performing at the Close level: <ul style="list-style-type: none"> recognizes and corrects faulty sentence structure (including fragments, run-ons, and faulty subordination and coordination) in simple, compound, and complex sentences. recognizes and corrects errors in subject-verb agreement in a sentence with a structure that is somewhat complex for early high school students. recognizes and corrects errors in pronoun-antecedent agreement in sentences with a structure that is somewhat complex for early high school students. recognizes and corrects faulty verb formation and inappropriate shifts in verb tense across multiple sentences with structures that are complex for early high school students. uses appropriate modifiers, including adverbs and comparative and superlative adjectives, correctly. recognizes faulty idiomatic language, including prepositions. uses commas in a series, as well as after introductory phrases and adverbs, in sentences that are simple for early high school students. recognizes and corrects errors in semicolon usage. uses apostrophes correctly to form possessives and contractions. uses commas correctly with subordinating or coordinating clauses in a sentence that has a structure that is simple for early high school students. recognizes and corrects errors in semicolon usage. 	A student performing at the Ready level: <ul style="list-style-type: none"> recognizes and corrects subtle disturbances in sentence structure in sentences with a structure that is somewhat complex for early high school students. recognizes and corrects errors in subject-verb agreement in a sentence with a structure that is complex for early high school students, including when there is a subject and verb. recognizes and corrects errors in pronoun-antecedent agreement in a sentence with a structure that is complex for early high school students, including when there is a link between pronoun and antecedent. recognizes and corrects faulty verb formation and inappropriate shifts in tense and aspect across multiple sentences in longer pieces. recognizes errors with misplaced modifiers. uses idiomatic language, including prepositions, appropriately in a sentence with a structure that is complex for early high school students. 	A student performing at the Exceeding level: <ul style="list-style-type: none"> recognizes and corrects faulty sentence structure in sentences with structures that are complex for early high school students (such as passive constructions or sentences with more than two clauses). recognizes and corrects a range of agreement errors throughout a paragraph or passage. recognizes and corrects faulty verb formation and inappropriate shifts in tense and aspect across multiple sentences and paragraphs in a passage. uses appropriate modifiers, including adverbs and comparative and superlative adjectives, correctly. corrects errors with misplaced modifiers. uses appropriate idiomatic language, including prepositions, consistently in a range of contexts.



Students that score **at or above (Ready or Exceeds)** the **ACT Readiness Benchmark** on the ACT Aspire English, Mathematics, Reading, Science, and Writing tests are **likely to be on target** to do well in these subjects, assuming students will experience typical growth moving forward.

Interpreting Scores in each content area

SUPPLEMENTAL SCORES

	ACT Readiness Range	Score Score Range
English Language Arts	Ready	430 428 - 432
STEM	Ready	430 428 - 432

Progress with Text Complexity: You are making sufficient progress.

Progress Toward Career Readiness: You are making progress toward a **Gold** level on the ACT NCRC.

The STEM score will not align perfectly with Math & Science scores.

STEM has different, more rigorous benchmarks.

Indicates how a student would do on the ACT National Career Readiness Certificate. Stillwater does not currently administer this test.

Supplemental Scores

- **ELA combined score:** Averages your English, Reading, and Writing test scores
- **STEM combined score:** Which averages your Science and Mathematics test scores
- **Text Complexity indicator:** Identifies whether you are making sufficient progress toward reading the complex texts you will encounter as you further your education and work toward college and career

Action Plan

Are your scores at or above the ACT Readiness Benchmark Scores or within the ACT Readiness Ranges?

If yes, then you are doing well, but keep working hard. There is still a lot to learn. Pay attention to the improvement ideas given for your lowest-performing skill in each subject

Are your scores below the ACT Readiness Benchmark Scores or ACT Readiness Ranges?

If yes, pay attention to the improvement ideas, too. Review the suggestions for improving your skills listed on each page of your report, especially for your lowest-scoring skills.

3-Page Individual Student Results



SUMMATIVE

Assessed Nov 13, 2017 - Nov 27, 2017

STILLWATER JUNIOR HIGH SCHOOL
Grade 6

STILLWATER AREA PUBLIC SCHOOLS, School ID: 49

Current Progress

How are students progressing toward unlocking their potential and preparing for college and a career?

College and Career Readiness: Current and Predicted Path

ENGLISH

Ready
426



SCIENCE

Ready
424



READING

Close
419



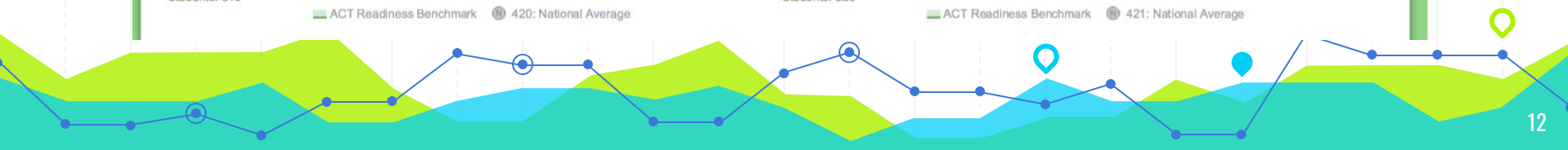
MATH

Ready
423



We are working on getting these reports into Skyward.

If you want a copy please sign where you picked up your results and I will send it home with your student.





Additional Resources

www.discoveractaspire.org

THANKS!

Any questions?

Contact us:

Gina Doe - doeg@stillwaterschools.org

or

Melinda Fierro - District Assessment Coordinator

fierrom@stillwaterschools.org