



Understanding Your EXPLORE[®] Results

Preparing for
a World of
Possibilities

ACT[®]

research
readiness
results

A New Diagnostic Test for NC 8th graders

Every 8th grade student in North Carolina is taking the EXPLORE in October

Exception: students who are assessed with the NCEXTEND1

From US Department of Education

ESEA Flexibility Waiver, 9/23/11:

“To receive this flexibility, an SEA must demonstrate that it has college- and career-ready expectations for all students in the State by adopting **college- and career-ready standards** in at least reading/ language arts and mathematics, transitioning to and implementing such standards statewide for all students and schools”

ESEA Flexibility



September 21, 2011

College- and Career-Ready Standards (CCRS):

“College- and career-ready standards” are content standards for kindergarten through 12th grade that build towards college and career readiness by the time of high school graduation. A State’s college- and career-ready standards must be either

(1) standards that are common to a significant number of States; or

(2) standards that are approved by a State network of institutions of higher education, which must certify that students who meet the standards will not need remedial course work at the postsecondary level.

From General Assembly

GENERAL ASSEMBLY OF NORTH CAROLINA
SESSION 2011

SESSION LAW 2011-280
SENATE BILL 479

AN ACT TO PROVIDE FOR THE ASSESSMENT OF CAREER AND COLLEGE READINESS WITH NATIONALLY AND INTERNATIONALLY BENCHMARKED TESTS; THE CONTINUATION OF NORTH CAROLINA'S PARTICIPATION IN THE DEVELOPMENT AND IMPLEMENTATION OF TESTS RELATED TO COMMON CORE STATE STANDARDS ADOPTED BY A MAJORITY OF STATES; AND DIAGNOSTIC TOOLS TO ASSIST IN TEACHING AND STUDENT LEARNING.

The General Assembly of North Carolina enacts:

SECTION 1. G.S. 115C-174.11 reads as rewritten:
"§ 115C-174.11. Components of the testing program.

(a) Assessment instruments for First and Second Grades. - The State Board of Education shall adopt and provide to the local school administrative units developmentally appropriate individualized assessment instruments consistent with the Basic Education Program for the first and second grades, rather than standardized tests. Local school administrative units may use these assessment instruments provided to them by the State Board for first and second grade students, and shall not use standardized tests except as required as a condition of receiving federal grants.

(b) Repealed by Session Laws 2009-451, s. 7.20(c), effective July 1, 2009.

(c) Annual Testing Program.

(1) The State Board of Education shall adopt the tests for grades three through 12 that are required by federal law or as a condition of a federal grant. These tests shall be designed to measure progress toward reading, communication skills, and mathematics for grades three through eight, and toward competencies for grades nine through 12. Students who do not pass the tests adopted for eighth grade shall be provided remedial instruction in the ninth grade.

(2) If the State Board of Education finds that additional testing in grades three through 12 is desirable to allow comparisons with national indicators of student achievement, that testing shall be conducted with the smallest size sample of students necessary to assure valid comparisons with other states.

(3) The State Board of Education shall continue to participate in the development of the Common Core State Standards in consultation with the consortium of other states, review all national assessments developed by both multistate consortia and implement the assessments that the State Board deems most appropriate to assess student achievement on the Common Core State Standards.

(4) To the extent funds are made available, the State Board shall plan for and require the administration of the ACT test for all students in the eleventh grade unless the student has already taken a comparable test and scored at or above a level set by the State Board.



Senate Bill 479:

*“to the extent funds are made available, the State Board shall plan for and **require the administration of the ACT test for all students in the eleventh grade unless the student has already taken a comparable test and scored at or above a level set by the State Board**”*

*“to the extent funds are made available, the State Board shall plan for and **require the administration of diagnostic tests in the eighth and tenth grades that align to the ACT test in order to help diagnose student learning and provide for students an indication of whether they are on track to be remediation-free at a community college or university**”*

ACT's College and Career Readiness System

- EXPLORE – 8th grade
- PLAN – 10th grade
- ACT – 11th grade

EXPLORE

8th and 9th grade curriculum-based educational and career planning program

PLAN

10th grade curriculum-based educational and career planning program

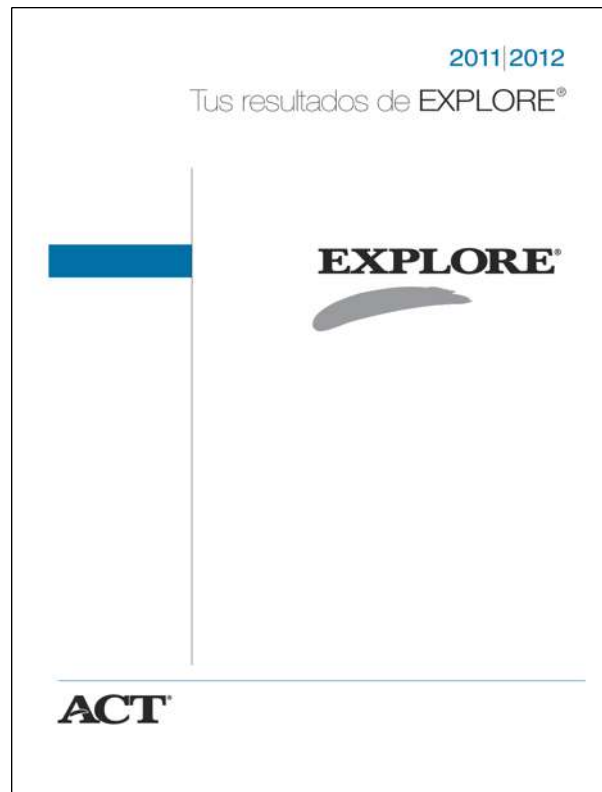
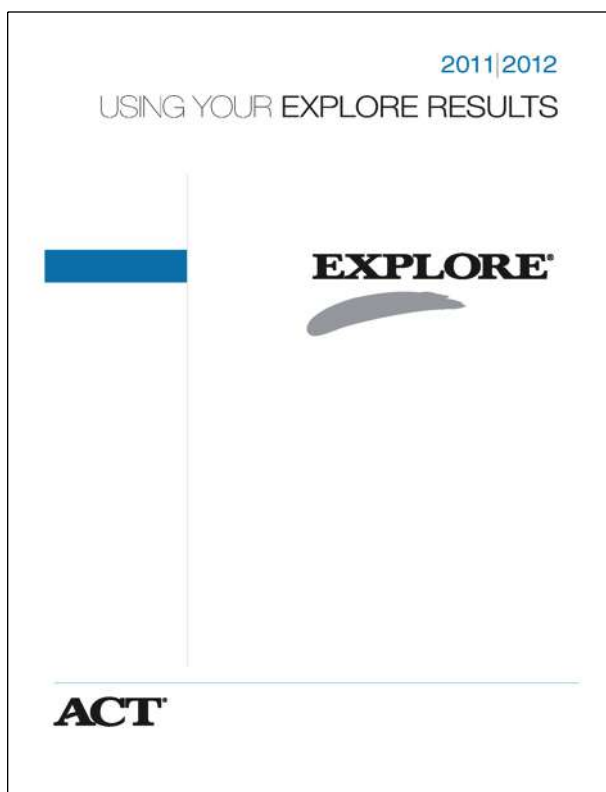
The ACT

11th and 12th grade curriculum-based assessment for learning outcomes

Why Take EXPLORE?

- EXPLORE shows students their strengths and weaknesses in English, mathematics, reading, and science.
- EXPLORE helps students search for careers and learn which ones might be right for them.
- EXPLORE helps students choose high school courses that will prepare students for college and work.

Using Your **EXPLORE** Results Student Guide to **EXPLORE**



Student Score Report

- **What is the Student Score Report?**
This individualized report details scores received on the assessment and the career plans and needs indicated by the student.
- **What does the Student Score Report provide?**
- Suggestions for improving student academic skills
 - ➔ Careers that match student interests
 - ➔ Indicators of college readiness

EXPLORE Score Report Side 1

October 17, 2011 OOF 9876543 PU 98765432 000001

TAYLOR, ANN C

IDR: 1234567890
GRADE: 8

CLASS/GROUP NAME: SMTH

SCHOOL NAME: EXAMPLE MIDDLE SCHOOL SCHOOL CODE: 000000 TEST FORM: OGB TEST DATE: OCTOBER 2011

More Info at
www.explorestudent.org

**Your Estimated PLAN
Composite Score Range**
16-19

PLAN is a 100-grade test that helps you plan for the ACT tests and for college. Additional information is in your booklet *Using Your EXPLORE Results*.

Your Scores

Subject	Score	In the U.S. (All States)	In Your State
Composite Score	15	61%	72%
English	14	59%	65%
Usage/Mechanics (1-12)	07	48%	55%
Rhetorical Skills (1-12)	07	63%	67%
Mathematics	17	75%	87%
Reading	14	64%	72%
Science	18	60%	67%

Your Plans

Your High School Course Plans Compared to Core

Core means minimum number of high school courses recommended to prepare for college.

Subject	Year	Core
English	1	Core
Mathematics	1	Core
Social Studies	1	Core
Science	1	Core

About Your Course Plans. Your plans fall far short of the recommended courses. Most successful college students completed all of these recommended courses when they were in high school! Talk to your counselor or teacher to make sure you are getting the courses you need.

Your Reported Needs

- Making plans for my education, career, and work after high school
- Improving my writing skills
- Improving my reading speed and comprehension
- Improving my study skills
- Improving my mathematical skills
- Improving my computer skills
- Improving my public speaking skills

College Readiness

Students scoring at or above these EXPLORE benchmark scores, and taking college prep courses throughout high school, will likely be ready for first-year college courses. How do your scores compare?

EXPLORE Benchmark Scores (9th Grade)	Below	At	Above
English: 13	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Mathematics: 17	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Reading: 15	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Science: 20	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

About Your Scores. One or more of your EXPLORE scores fall below the benchmark scores that show readiness for college-level work. Suggestions for improving your skills are listed on the back of this report. Also, talk to your counselor or teacher about courses that can improve your skills. It's not too early to start thinking about college.

Your Career Possibilities

STEP 1: You and the World of Work

The World-of-Work Map is your key to hundreds of jobs in the work world. The Map shows 26 Career Areas (groups of similar jobs) according to their basic work tasks involving people, things, data, and ideas.

The Map is divided into 12 regions. Each region has a different mix of work tasks. For example, Career Area P (Natural Science & Technologies) mostly involves working with ideas and things. Which Career Areas mostly involve working with people and data?

STEP 2: Your Interests

When you completed EXPLORE you were asked to:

- choose a Career Area you would like.
- complete an interest inventory.

Your results are shown on the World-of-Work Map below.

- You chose Career Area P: Natural Science & Technologies.
- Your interest inventory results suggest that you may enjoy jobs in map regions 9, 10, and 11. See the Career Areas in those regions.

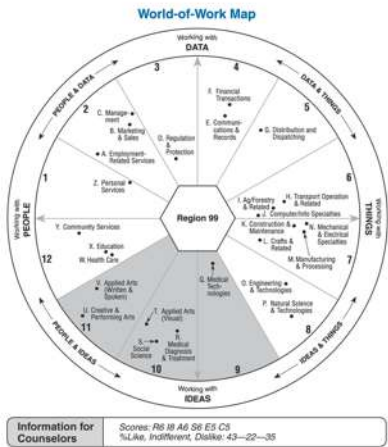
There are many jobs in these Career Areas. For example, Nurses Practitioners are registered nurses with advanced education. They diagnose and treat health problems.

STEP 3: Exploring Career Options

The Career Area List below shows examples of jobs in each of the 26 Career Areas. Review all of the Career Areas, especially any that are shaded.

Circle at least two Career Areas that have jobs you might like best.

Find out more about jobs that are right for you. Use the tips in your booklet, or go to www.explorestudent.org.



- ### Career Area List
- A. Employment Related Services**
Human Resources Manager; Recruiter; Interviewer
 - B. Marketing & Sales**
Agents (Insurance, Real Estate, etc.); Retail Salesperson
 - C. Management**
Executive; Office Manager; Hotel/Motel Manager
 - D. Regulation & Protection**
Food Inspector; Police Officer; Detective
 - E. Communications & Records**
Secretary; Court Reporter; Office Clerk
 - F. Financial Transactions**
Accountant; Bank Teller; Budget Analyst
 - G. Distribution & Dispatching**
Warehouse Supervisor; Air Traffic Controller
 - H. Transport Operation & Related**
Truck/Bus/Car Driver; Ship Captain; Pilot
 - I. Agriculture, Forestry & Related**
Farmer; Nursery Manager; Forester
 - J. Computer & Information Specialties**
Programmer; Systems Analyst; Desktop Publisher; Actuary
 - K. Construction & Maintenance**
 Carpenter; Electrician; Bricklayer
 - L. Crafts & Related**
 Cabinetmaker; Tailor; Chef/Cook; Jeweler
 - M. Manufacturing & Processing**
 Tool & Die Maker; Machine Worker; Dry Cleaner
 - N. Mechanical & Electrical Specialties**
 Auto Mechanic; Aircraft Mechanic; Office Machine Repairer
 - O. Engineering & Technologies**
 Engineer (Civil, etc.); Technicians (Laser, etc.); Archivist
 - P. Natural Science & Technologies**
 Physician; Biologist; Statistician
 - Q. Medical Technologies (also see Area W)**
 Phlebotomist; Optician; Dietitian; Technologists (Biological, etc.)
 - R. Medical Diagnosis & Treatment (also see Area W)**
 Physician; Pathologist; Dentist; Veterinarian; Nurse Anesthetist
 - S. Social Science**
 Sociologist; Political Scientist; Economist; Urban Planner
 - T. Applied Arts (Visual)**
 Artist; Illustrator; Photographer; Interior Designer
 - U. Creative & Performing Arts**
 Writer; Musician; Singer; Dancer; TV/Movie Director
 - V. Applied Arts (Written & Spoken)**
 Reporter; Columnist; Editor; Librarian
 - W. Health Care (also see Areas G and R)**
 Recreational Therapist; Dental Assistant; Licensed Practical Nurse
 - X. Education**
 Administrator; Artistic Coach; Teacher
 - Y. Community Services**
 Social Worker; Lawyer; Paralegal; Counselor; Clergy
 - Z. Personal Services**
 Walker/Walkress; Barber; Cosmetologist; Travel Guide

Student/School Information

October 17, 2011

OO# 9876543

PN: 98765432

000001



TAYLOR, ANN C

ID#: 1234567890
GRADE: 8

CLASS/GROUP NAME: SMITH

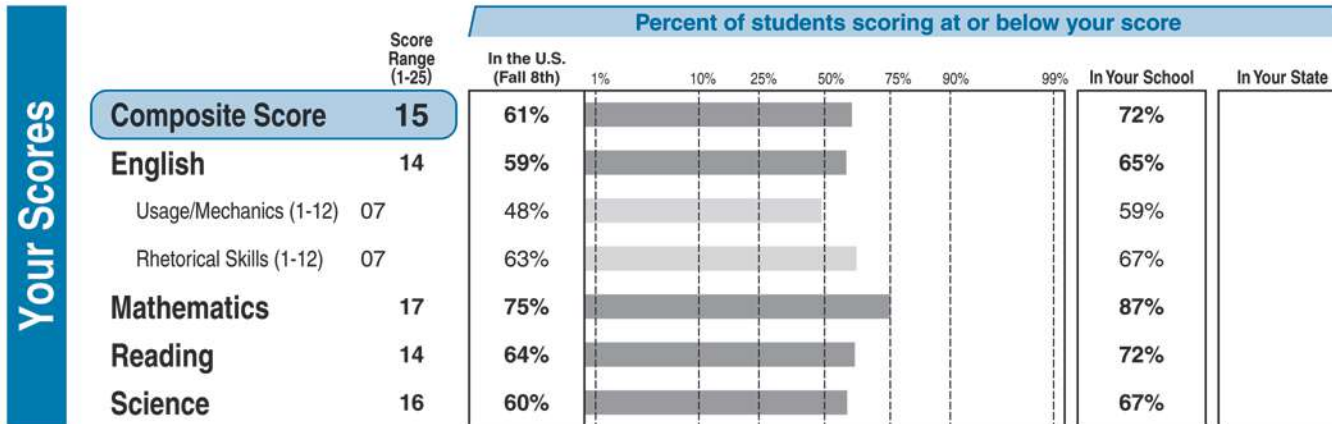
SCHOOL NAME: EXAMPLE MIDDLE SCHOOL

SCHOOL CODE: 000000

TEST FORM: 00B

TEST DATE: OCTOBER 2011

Your Scores



Your Estimated PLAN[®] Composite Score Range

More Info at
www.explorestudent.org

Your Estimated PLAN Composite Score Range

16-19

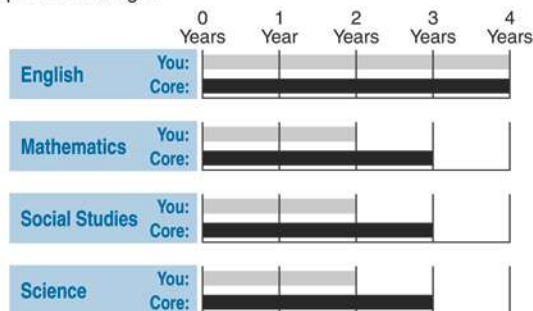
PLAN is a 10th-grade test that helps you plan for the ACT tests and for college. Additional information is in your booklet *Using Your EXPLORE Results*.

Your High School Course Plans Compared to Core

Your Plans

Your High School Course Plans Compared to Core

Core means minimum number of high school courses recommended to prepare for college.



About Your Course Plans. Your plans fall far short of the recommended courses. (Most successful college students completed all of these recommended courses when they were in high school.) Talk to your counselor or teacher to make sure you are getting the courses you need.

Areas in Which You Would Like **Additional Help**

Your Reported Needs

- Making plans for my education, career, and work after high school
- ✓ • Improving my writing skills
- ✓ • Improving my reading speed and comprehension
- ✓ • Improving my study skills
- Improving my mathematical skills
- Improving my computer skills
- ✓ • Improving my public speaking skills

Your Plans for After High School

Your Plans for After High School

Educational Plans

Apprenticeship or OJT

Career Area Preference

Natural Science & Technologies



College Readiness

College Readiness

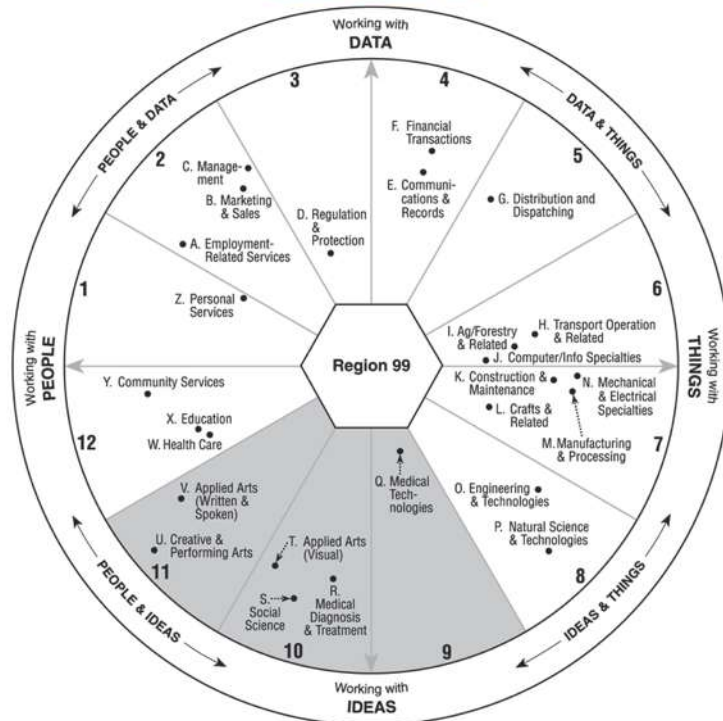
Students scoring at or above these EXPLORE benchmark scores, and taking college prep courses throughout high school, will likely be ready for first-year college courses. How do your scores compare?

EXPLORE Benchmark Scores (8th Grade)		Your score is:		
		Below	At	Above
English	13	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Mathematics	17	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Reading	15	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Science	20	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

About Your Scores. One or more of your EXPLORE scores fall below the benchmark scores that show readiness for college-level work. Suggestions for improving your skills are listed on the back of this report. Also, talk to your counselor or teacher about courses that can improve your skills. It's not too early to start thinking about college.

Your Career Possibilities

World-of-Work Map



Information for Counselors

Scores: R6 18 A6 S6 E5 C5
%Like, Indifferent, Dislike: 43—22—35

Career Area List

- A. Employment-Related Services**
Human Resources Manager; Recruiter; Interviewer
- B. Marketing & Sales**
Agents (Insurance, Real Estate, etc.); Retail Salesworker
- C. Management**
Executive; Office Manager; Hotel/Motel Manager
- D. Regulation & Protection**
Food Inspector; Police Officer; Detective
- E. Communications & Records**
Secretary; Court Reporter; Office Clerk
- F. Financial Transactions**
Accountant; Bank Teller; Budget Analyst
- G. Distribution & Dispatching**
Warehouse Supervisor; Air Traffic Controller
- H. Transport Operation & Related**
Truck/Bus/Cab Drivers; Ship Captain; Pilot
- I. Agriculture, Forestry & Related**
Farmer; Nursery Manager; Forester
- J. Computer & Information Specialties**
Programmer; Systems Analyst; Desktop Publisher; Actuary
- K. Construction & Maintenance**
Carpenter; Electrician; Bricklayer
- L. Crafts & Related**
Cabinetmaker; Tailor; Chef/Cook; Jeweler
- M. Manufacturing & Processing**
Tool & Die Maker; Machinist; Welder; Dry Cleaner
- N. Mechanical & Electrical Specialties**
Auto Mechanic; Aircraft Mechanic; Office Machine Repairer

- O. Engineering & Technologies**
Engineers (Civil, etc.); Technicians (Laser, etc.); Architect
- P. Natural Science & Technologies**
Physicist; Biologist; Chemist; Statistician
- Q. Medical Technologies (also see Area W)**
Pharmacist; Optician; Dietitian; Technologists (Surgical, etc.)
- R. Medical Diagnosis & Treatment (also see Area W)**
Physician; Pathologist; Dentist; Veterinarian; Nurse Anesthetist
- S. Social Science**
Sociologist; Political Scientist; Economist; Urban Planner
- T. Applied Arts (Visual)**
Artist; Illustrator; Photographer; Interior Designer
- U. Creative & Performing Arts**
Writer; Musician; Singer; Dancer; TV/Movie Director
- V. Applied Arts (Written & Spoken)**
Reporter; Columnist; Editor; Librarian
- W. Health Care (also see Areas Q and R)**
Recreational Therapist; Dental Assistant; Licensed Practical Nurse
- X. Education**
Administrator; Athletic Coach; Teacher
- Y. Community Services**
Social Worker; Lawyer; Paralegal; Counselor; Clergy
- Z. Personal Services**
Waiter/Waitress; Barber; Cosmetologist; Travel Guide

Ask for your test booklet so you can review the questions and your answers. "L" = correct answer, "O" = no response, "*" = marked more than one answer.

Suggestions for improving your skills are based on your scores.

English	SUBSCORE AREA (# = Usage; r = Rhetorical Skills)			Content Areas	To improve your skills you can:
	Questions Correct Answered	Questions Correct Answered	Questions Correct Answered		
1	A + r	18 J + r	35 A + r	Topic Development figure out the purpose of specific sentences in different kinds of writing (mysteries, classics, histories, etc.) talk in class about what certain phrases and sentences add to an essay have a classmate read your paper and cross out sentences that are off the topic Organization write a short work of fact or fiction using a clear and simple organizational pattern, like chronology Word Choice read papers put loud to see if too many words have been used to explain ideas learn to recognize formal and informal language (for example, bad experience versus summer) by reading different kinds of writing Sentence Structure learn to recognize and fix run-on sentences and sentence fragments, practice combining short sentences Usage make sure shifts from one verb tense (such as did to does) or voice (such as "The cooking was started" to "They started the cooking.") to another are made for a good reason keep a list of grammatical mistakes you make; check your writing to be sure you avoid those mistakes check your writing to make sure that words that sound the same but mean different things, like there and their, are used correctly learn to use a grammar handbook Punctuation practice using punctuation correctly in simple sentences, as in "He ran, jumped, and swam." check for and delete any comma between an adjective and the word it describes, as in "The lovely, flower opened."	
2	H + u	19 C + u	36 H G F		
3	B A + r	20 H G U	37 B C U		
4	H + u	21 C + r	38 G + u		
5	A + u	22 G + u	39 A + r		
6	G H U	23 G + u	40 H J U		
7	C + u	24 H + u			
8	F + r	25 D B F			
9	A + u	26 G F U			
10	H + u	27 A + u			
11	C B F	28 H + u			
12	F + u	29 C D U			
13	D A U	30 J + r			
14	G + u	31 A B F			
15	B C F	32 G + u			
16	F + u	33 D + u			
17	D C F	34 F H U			
• You correctly answered 28 out of 40 questions. • You omitted 0 questions. • You incorrectly answered 15 questions.					

EXPLORE Score Report

Side 2

Mathematics	SUBSCORE AREA (# = Usage; r = Rhetorical Skills)			Content Areas	To improve your skills you can:
	Questions Correct Answered	Questions Correct Answered	Questions Correct Answered		
1	C +	15 B +	29 C B	Basic Operations determine the discount price of items on sale (for example, an item that normally costs \$10.00 is on sale for 13% off, so the sale price of the item is \$8.70) Probability calculate the score value you need on your next math test to raise your overall grade by a certain percent predict the outcome of simple events (for example, the sum of two 6-sided fair number cubes when rolled) Numbers: Concepts and Properties research, and discuss with others, the use of number sequences (for example, Fibonacci, arithmetic, geometric) Expressions, Equations, and Inequalities obtain lists of formulas and practice substituting positive and negative whole numbers into the formulas to evaluate practice adding and subtracting algebraic expressions such as $(3h + 4k) - (5h - 2k) = -2h + 10k$ practice solving two-step equations such as $2x - 18 = -32$, $2x + 14 = -7$ Graphical Representations draw coordinate maps of your school, home, town, etc., labeling one point as the origin (0,0) and locating all other points appropriately; recognize lines that are vertical or horizontal and increasing and decreasing slopes of lines Properties of Plane Figures use number lines to represent lengths of segments (for example, have a friend point to any two points on a meterstick, and mentally calculate the distance between the two points) determine how the sum of the interior angles of polygons are related (for example, cut the angles off of a triangle and arrange them to make a line; cut the angles off of a quadrilateral and arrange them to make a circle) Measurement quiz yourself and practice using the basic area and perimeter formulas for various polygons	
2	F +	16 H +	30 G +		
3	D +	17 A +			
4	J +	18 H F			
5	A +	19 C A			
6	F H	20 F +			
7	G +	21 D C			
8	G +	22 J +			
9	D +	23 C B			
10	F +	24 G +			
11	A C	25 A C			
12	H +	26 G H			
13	C +	27 D +			
14	H +	28 J G			
• You correctly answered 18 out of 30 questions. • You omitted 0 questions. • You incorrectly answered 12 questions.					

Reading	SUBSCORE AREA (# = Usage; r = Rhetorical Skills)			Content Areas	To improve your skills you can:
	Questions Correct Answered	Questions Correct Answered	Questions Correct Answered		
1	A +	11 B D	21 C +	Main Ideas and Author's Approach note details in fiction that convey the author's or narrator's goals Supporting Details practice looking through a piece of writing quickly to find specific dates, places, concepts, etc. decide the purpose of each paragraph in a short story or article (for example, to provide a specific example, prove a point, give a different opinion) Relationships note how characters are described in a story (what they say and do), then tell what relationships are revealed (for example, they're best friends because they confide in each other, etc.) try different strategies, like asking "what if?" questions and role-playing, to better understand possible causes and effects Meanings of Words note language whose meaning is not clear, then come up with possible meanings based on the context and your own knowledge Generalizations and Conclusions read brief reviews of a novel, then find evidence within the book that supports or contradicts the statements made (for example, "compelling," "poignant," "spellbinding") practice writing general statements about people or ideas you read about, using qualifiers like a few, typically, or sometimes when little information is provided	
2	F +	12 J G	20 G +		
3	B A +	13 B +	23 A C		
4	G +	14 H +	24 G +		
5	D +	15 A +	25 D +		
6	F +	16 H +	26 J +		
7	A C	17 C A	27 B D		
8	H +	18 F +	28 J G		
9	C +	19 D +	29 B +		
10	G +	20 J +	30 H +		
• You correctly answered 23 out of 30 questions. • You omitted 0 questions. • You incorrectly answered 7 questions.					

Science	SUBSCORE AREA (# = Usage; r = Rhetorical Skills)			Content Areas	To improve your skills you can:
	Questions Correct Answered	Questions Correct Answered	Questions Correct Answered		
1	B +	11 A +	21 D C	Interpretation of Data know how to locate several pieces of data in a complex table or graph (for example, a graph with several curved lines or axes displaying values that increase by powers of ten) take data from an experiment you or others did and use it to make a line graph and a bar graph describe how the values of several pieces of data from a line graph are different (for example, larger or smaller) Scientific Investigation do an experiment that includes a control group (something used as the basis for comparison) and that uses procedures with several steps create a one-step experiment that will answer a specific question tell how two experiments are the same or different Evaluation of Models, Inferences, and Experimental Results read descriptions of actual experiments and, in each case, see if the reported results support the hypotheses read a scientist's opinion about an observation and figure out what assumptions the scientist made in forming that opinion	
2	F +	12 G +	20 G +		
3	B +	13 D B	23 C A		
4	J +	14 J +	24 H +		
5	C B	15 D +	25 D +		
6	J +	16 F G	26 J G		
7	A +	17 C A	27 D +		
8	G F	18 H G	28 H J		
9	B C	19 B +			
10	G +	20 F J			
• You correctly answered 15 out of 28 questions. • You omitted 0 questions. • You incorrectly answered 13 questions.					

Your Skills

Ask for your test booklet so you can review the questions and your answers.
 “+” = correct answer, “o” = no response, “*” = marked more than one answer

Suggestions for improving your skills are based on your scores.

English	SUBSCORE AREA (u = Usage; r = Rhetorical Skills)									Content Areas	
	Question			Correct Answer			Your Answer			Subscore	
	Question	Correct Answer	Your Answer	Subscore	Question	Correct Answer	Your Answer	Subscore	Question	Correct Answer	Your Answer
1	A	+	r	18	J	+	r	35	A	+	r
2	H	+	u	19	C	+	u	36	H	G	r
3	B	A	r	20	H	G	u	37	B	C	u
4	H	+	u	21	C	+	r	38	G	+	u
5	A	+	u	22	G	+	u	39	A	+	r
6	G	H	u	23	G	+	u	40	H	J	u
7	C	+	u	24	H	+	u				
8	F	+	r	25	D	B	r				
9	A	+	u	26	G	F	u				
10	H	+	u	27	A	+	u				
11	C	B	r	28	H	+	u				
12	F	+	u	29	C	D	u				
13	D	A	u	30	J	+	r				
14	G	+	u	31	A	B	r				
15	B	C	r	32	G	+	u				
16	F	+	u	33	D	+	r				
17	D	C	r	34	F	H	u				

- You correctly answered 25 out of 40 questions.
- You omitted 0 questions.
- You incorrectly answered 15 questions.

Content Areas	To improve your skills you can:
Topic Development	figure out the purpose of specific sentences in different kinds of writing (mysteries, classics, histories, etc.) talk in class about what certain phrases and sentences add to an essay have a classmate read your paper and cross out sentences that are off the topic
Organization	write a short work of fact or fiction using a clear and simple organizational pattern, like chronology make sure sentences in paragraphs are in logical order
Word Choice	read papers put loud to see if too many words have been used to explain ideas learn to recognize formal and informal language (for example, <i>bad experience</i> versus <i>bummer</i>) by reading different kinds of writing
Sentence Structure	learn to recognize and fix run-on sentences and sentence fragments, practice combining short sentences make sure shifts from one verb tense (such as <i>did</i> to <i>does</i>) or voice (such as “The cooking was started.” to “They started the cooking.”) to another are made for a good reason
Usage	keep a list of grammatical mistakes you make; check your writing to be sure you avoid those mistakes check your writing to make sure that words that sound the same but mean different things, like <i>there</i> and <i>their</i> , are used correctly learn to use a grammar handbook
Punctuation	practice using punctuation correctly in simple sentences, as in “He ran, jumped, and swam.” check for and delete any comma between an adjective and the word it describes, as in “The lovely[,] flower opened.”

www.explorestudent.org



It's Time to EXPLORE!

Taking EXPLORE[®] in 8th or 9th grade tells you things you need to know—to plan your high school courses, prepare for the ACT, or choose a career direction.



Did you know?

There are about 131,000 physicians in the United States.

[More about careers >>](#)

More to Explore

[For Counselors](#)

[For Parents](#)

[For PLAN[®] Test Takers](#)

[For ACT Test Takers](#)



Quick Links

