



Understanding Your PLAN Results

Cuthbertson High School Parent Night
2/8/2016

What is the PLAN?

- ▶ The PLAN was given to all 10th graders
- ▶ Think of the plan as a pre-ACT
- ▶ Helps students
 - Measure academic development
 - Explore career / job-training options
 - Make plans for the remaining years of high school



About the Test

- ▶ Students complete an interest survey and report on their academic goals
- ▶ Students take 4 timed tests

Subject	Number of Questions	Time Allowed
English		30 minutes
Usage/Mechanics	30	
Rhetorical Skills	20	
Math		40 minutes
Pre-Algebra/Algebra	22	
Geometry	18	
Reading	25	20 minutes
Science	30	25 minutes



More about the sections:

- ▶ English –
 - Usage / Mechanics: punctuation, grammar and usage, and sentence structure
 - Rhetorical Skills: your understanding of the use of strategy, organization, and style in writing
- ▶ Math –
 - Pre-Algebra, Algebra and Geometry
- ▶ Reading –
 - referring to details in a passage
 - drawing conclusions
 - making comparisons and generalizations
- ▶ Science –
 - The material includes topics in biology, chemistry, physics, geology, astronomy, and meteorology.



What Your Score Report Tells You

- ▶ The PLAN Student Score Report contains four main sections
 - Your Scores
 - Your Plans
 - Your Career Possibilities
 - Your Skills
- ▶ You can use this information to:
 - make sure your remaining high school courses are the best ones possible to prepare you for college
 - help you consider your options for after high school



Your Scores:

- ▶ **Your scores are between 1** (the lowest score you can receive) **and 32** (the highest score you can receive). PLAN takes the number of questions you got right on each test and translates it into a number between 1 and 32.
- ▶ **Your Composite score is simply the average of your test scores in English, Mathematics, Reading, and Science** (rounded to a whole number).



Your Scores (cont.):

- ▶ The two scores directly under English and Math only range from 1 to 16. They tell you how well you did in two specific areas of each subject. These scores added together do NOT necessarily equal your English or Math Test scores.



Your Scores:

Your Scores

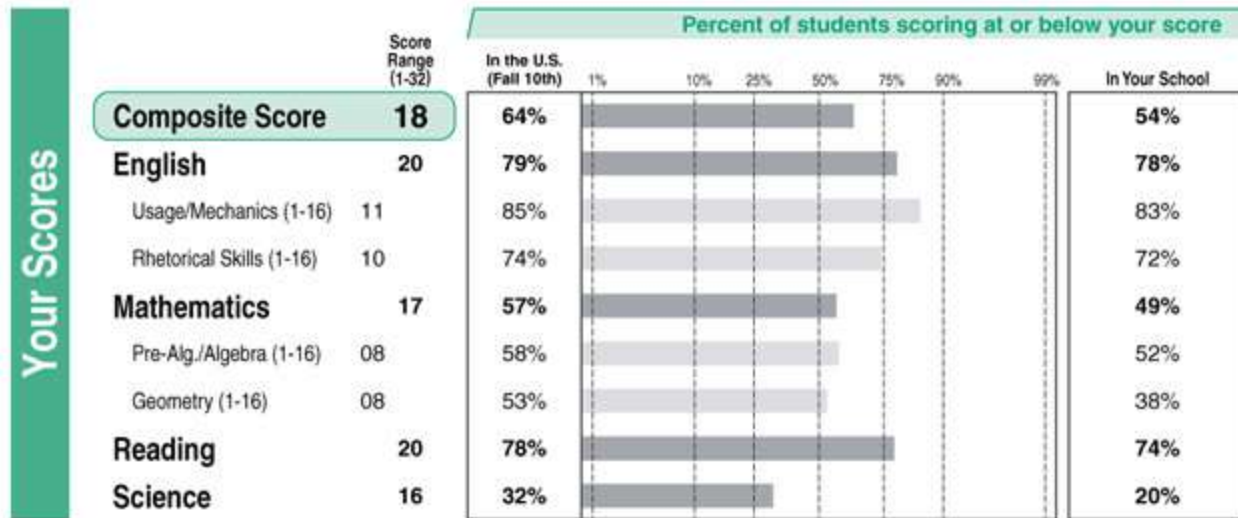
	Score Range (1-32)
Composite Score	18
English	20
Usage/Mechanics (1-16)	11
Rhetorical Skills (1-16)	10
Mathematics	17
Pre-Alg./Algebra (1-16)	08
Geometry (1-16)	08
Reading	20
Science	16

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Scores: How Do They Compare?

- ▶ Next to your scores, you'll find the *percent of students scoring at or below your score*.

This shows you how your scores compare to those of students at CHS who took PLAN.

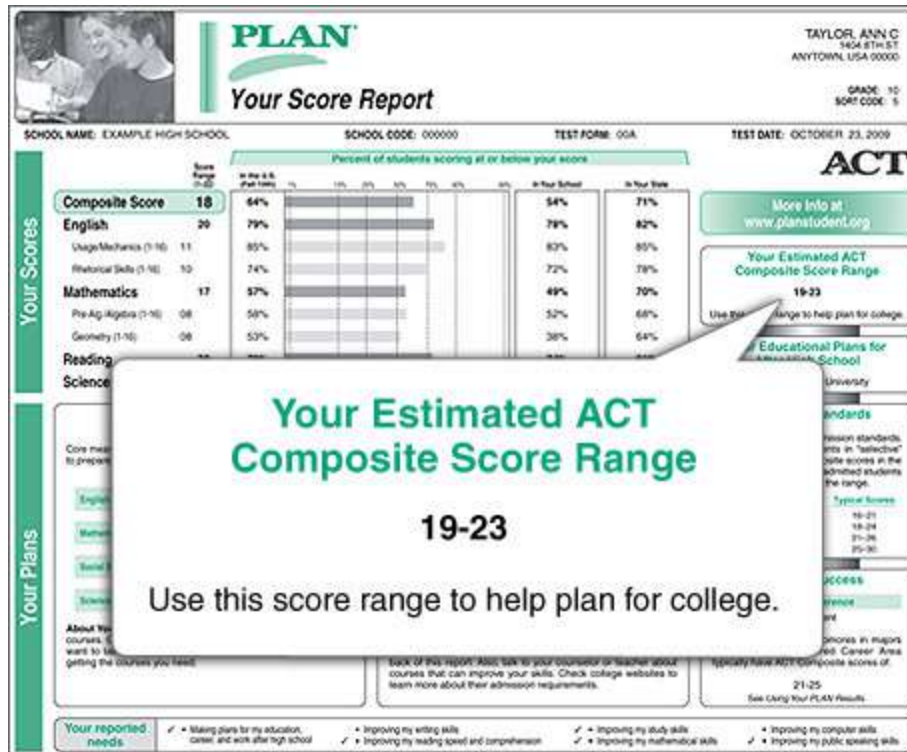


Scores: Am I on Track?

- ▶ PLAN is designed for 10th graders and the ACT is designed for 11th and 12th graders. Over time, PLAN and the ACT measure your college readiness skills as you progress through high school.
- ▶ Your PLAN scores can be used to predict how you are likely to do if you take the ACT as an 11th or 12th grader and keep working hard.



Scores: Am I on Track?



The estimated ACT Composite score range is a prediction about how you are likely to score on the ACT if you take the right courses and work hard in those courses.

Keep in mind that these scores are only estimates, not guarantees. Improving your study habits and taking more challenging courses are likely to improve your ACT scores.



Current Composite ACT Ranges for Some NC Universities...

Appalachian State	23–27	Queens University	20–26
Davidson College	28–32	UNC Asheville	24–28
Duke University	31–34	UNC Chapel Hill	27–32
East Carolina Univ.	19–25	UNC Charlotte	21–25
Elon University	25–29	UNC Greensboro	19–24
Gardner Webb Univ.	19–25	UNC Pembroke	17–21
NC A&T University	16–20	UNC Wilmington	22–26
NC Central Univ.	16–19	Western Carolina Univ.	20–24
NC State University	26–31	Wake Forest Univ.	28–32*
Pfeiffer University	17–22	Wingate University	19–24

These are middle 50% ranges based on the entering freshmen classes of 2015. These ranges change from year to year!

Skills: How Can I Improve?

- ▶ Check out the “Yours Skills” section on the back of the score report.
 - This includes all of your answers from the test along with the correct answers.
 - Each section also provides suggestions for how you can improve the skills related to that section.



Skills: How Can I Improve?

Your Skills

More Info at www.planstudent.org

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)

Question	Correct Answer	Your Answer	Subscore	Question	Correct Answer	Your Answer	Subscore	Question	Correct Answer	Your Answer	Subscore
1	A	+	u	18	D	+	r	35	A	+	r
2	C	+	u	19	D	C	u	36	B	C	r
3	A	+	u	20	A	+	u	37	D	o	u
4	D	+	r	21	C	+	r	38	D	o	u
5	B	+	r	22	C	B	r	39	A	+	r
6	B	A	r	23	A	+	r	40	B	+	r
7	D	+	u	24	B	+	u	41	C	B	r
8	A	+	u	25	B	+	u	42	D	+	r
9	C	+	r	26	A	D	r	43	C	+	u
10	B	A	u	27	C	+	r	44	A	+	u
11	A	+	u	28	D	+	r	45	D	B	r
12	D	C	r	29	B	+	u	46	B	C	r
13	D	+	r	30	D	+	r	47	A	+	r
14	B	o	r	31	A	+	u	48	A	+	r
15	A	+	r	32	C	+	u	49	B	+	r
16	B	A	r	33	C	+	u	50	B	A	r
17	C	+	u	34	C	B	r				

- You correctly answered 34 out of 50 questions.
- You omitted 3 questions.
- You incorrectly answered 13 questions.

Content Areas

Topic Development

To improve your skills you can:

challenge yourself by reading new kinds of books; experiment with new writing styles
rewrite a paper, sharpening its focus by cutting sentences not directly related to the topic
add examples to illustrate or support major points

Organization

use transitions (like *similarly* or *to repeat*) to compare or emphasize ideas
have a classmate read your paper to see if sentences need to be reordered for clarity
try different openings and closings for a paper; say which works best and why

Word Choice

make sure repetition in a paper is purposeful (to provide emphasis, unity, etc.)
verify that each pronoun clearly refers to a noun or noun phrase
reread writing to make sure the words convey the same tone or vary in tone for a good reason

Sentence Structure

learn the difference between uses of coordinating conjunctions (like *and* or *but*) and subordinating conjunctions (like *after* or *though*)
make sure pronoun person is consistent in a sentence; for instance, avoid shifts from one ("When one sees . . .") to you (" . . . you are impressed.")

Usage

check possessive pronouns (like *her* or *his*) to make sure they are used correctly
use the word *have* (not *of*) following verbs like *could*, *would*, and *should*

Punctuation

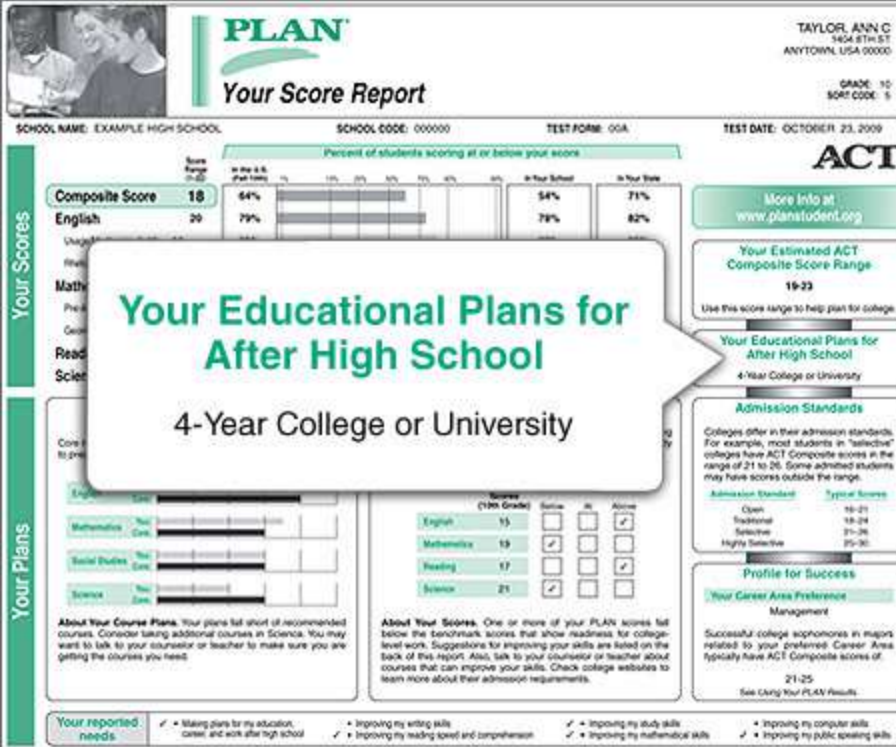
use commas, dashes, or parentheses to set off nonessential information in a sentence
delete unneeded commas in compound constructions, as in "Flags waved[,] and rustled."

check to make sure semicolons are not used between a dependent and independent clause in a sentence (for example, "He ran all the way to school[,] because he was late.")

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Your Plans:

- ▶ When you took PLAN, you answered questions about your future educational plans.



PLAN
Your Score Report

TAYLOR, ANN C
1404 8TH ST
ANYTOWN, USA 00000

GRADE: 10
SORT CODE: 5

SCHOOL NAME: EXAMPLE HIGH SCHOOL SCHOOL CODE: 000000 TEST FORM: 00A TEST DATE: OCTOBER 23, 2009

ACT

More Info at www.planstudent.org

Your Educational Plans for After High School
4-Year College or University

Your Scores

Score Range (1-30)	In the U.S. (past tests)	In Your School	In Your State
Composite Score	18	54%	71%
English	20	79%	82%
Math			
Reading			
Science			

Your Plans

Subject	Score	Below	At	Above
English	15	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Mathematics	19	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Reading	17	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Science	21	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

About Your Course Plans. Your plans fall short of recommended courses. Consider taking additional courses in Science. You may want to talk to your counselor or teacher to make sure you are getting the courses you need.

About Your Scores. One or more of your PLAN 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. Check college websites to learn more about their admission requirements.

Admission Standards
Colleges differ in their admission standards. For example, most students in "selective" colleges have ACT Composite scores in the range of 21 to 26. Some admitted students may have scores outside the range.

Admission Standard	Typical Scores
Open	19-21
Traditional	18-24
Selective	21-26
Highly Selective	25-30

Profile for Success
Your Career Area Preference Management
Successful college sophomores in majors related to your preferred Career Area typically have ACT Composite scores of:
21-25
See Using Your PLAN Results.

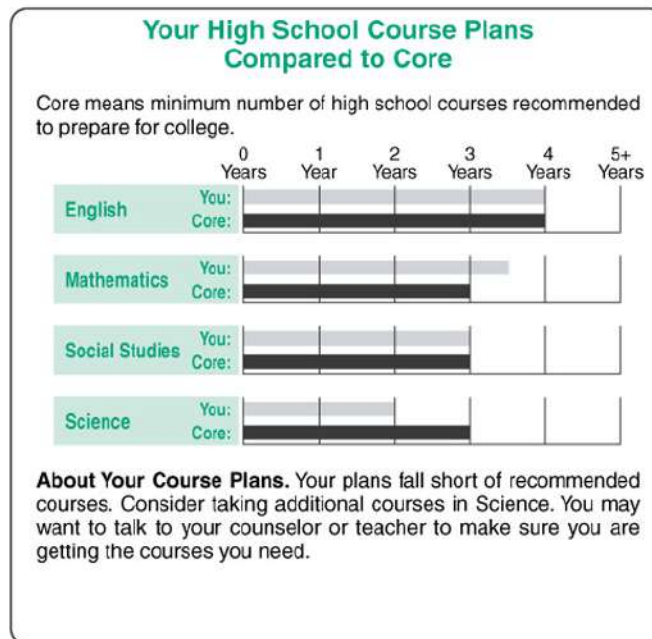
Your reported needs:

- ☒ 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: High School Courses

- ▶ When you took PLAN, you were asked about the courses you plan to take in high school. This section of your Score Report compares your plans to ACT's recommendations for "core" college prep courses.



Your Plans: College Readiness

- ▶ Your PLAN results give you an early clue as to whether you will be ready for college-level work if you keep doing the same things in school.
- ▶ ACT has also developed **College Readiness Benchmark Scores**. If you meet these benchmark scores, you are on your way to having the skills you will need by the time you finish high school.

College Readiness

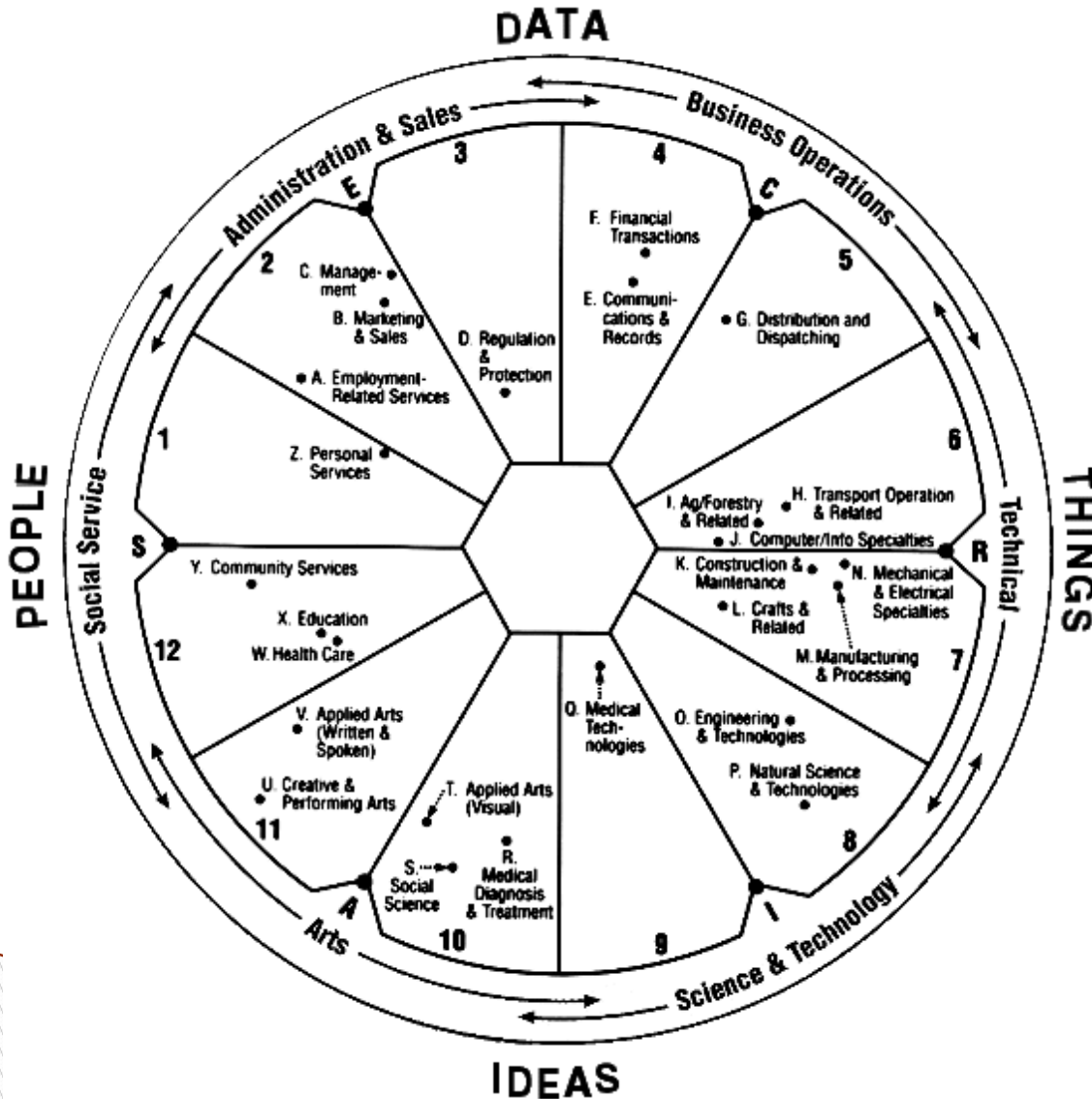
Students scoring at or above these benchmark scores, and taking college prep courses throughout high school, will likely be ready for first-year college courses. How do your scores compare?

	Benchmark Scores (10th Grade)	Your score is:		
		Below	At	Above
English	15	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Mathematics	19	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Reading	17	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Science	21	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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Your Career Possibilities:



- ▶ On the PLAN you were asked to complete a survey regarding interests. This map highlights areas related to your interest. These careers may be a good place to start as you explore possible jobs.



Four Basic Work Tasks:

World of Work Map

4 Basic Work Tasks:

- ▶ People – People you help, serve, care for or sell things to.
- ▶ Data – Facts, numbers, files, business procedures
- ▶ Things– Machines, tools, living things, materials (food, natural resources, etc.)
- ▶ Ideas – Ideas: Knowledge, insights, new ways of expression



Explore Career Possibilities Online!

<http://www.act.org/planstudent> – Go to the “Thinking About Your Future” section.

Interactive Tools:

- ▶ Choosing Your College Major
- ▶ Your Career Possibilities



What's Next?

All 11th graders will take the ACT at Cuthbertson during their spring semester.

- ▶ Format is similar to PLAN (but it will also include a writing section)
- ▶ Scores range from 1 – 36
- ▶ Scores will be college reportable!
- ▶ The test is FREE!

It is recommended that students take the ACT in the SPRING of their JUNIOR year.



How to prepare for the ACT:

Online resources at

<http://www.actstudent.org/>

- ▶ ACT Question of the Day
- ▶ Practice test questions
- ▶ Test tips
- ▶ Downloadable Booklet – “Preparing for the ACT” – This includes a full length practice test!

