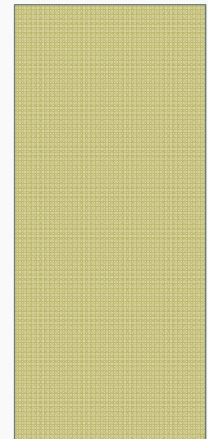




INCREASING COLLEGE READINESS

EXPLORE, PLAN AND ACT



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Secondary School Principals
Executive Director

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LEARNING TARGETS:

During today's session we will:

- Discuss current state of college readiness and changes in MDE assessments.
- Review basic fundamentals of the Explore, Plan and ACT and MME assessments.
- Look at the connection between District and School Improvement Goals.
- Identify how Explore and Plan results can help to focus SIP Goals.
- Discuss ways to include all school stakeholders in the SIP process.

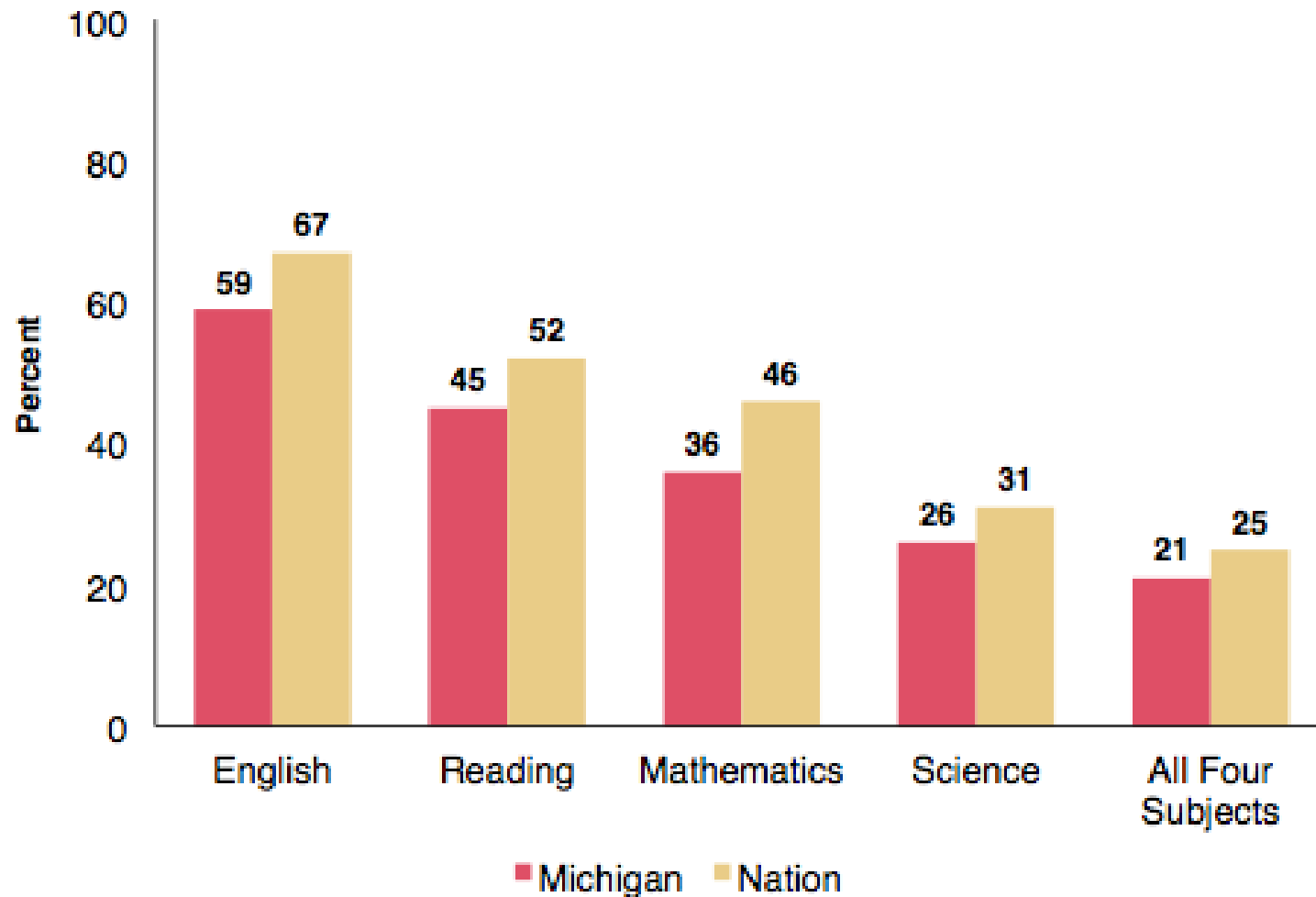
COLLEGE READINESS



MICHIGAN GRADUATING CLASS DATA- 2012

THE CONDITION OF COLLEGE AND CAREER READINESS

Percent of 2012 ACT-Tested High School Graduates Meeting College Readiness Benchmarks by Subject



TURN AND TALK...

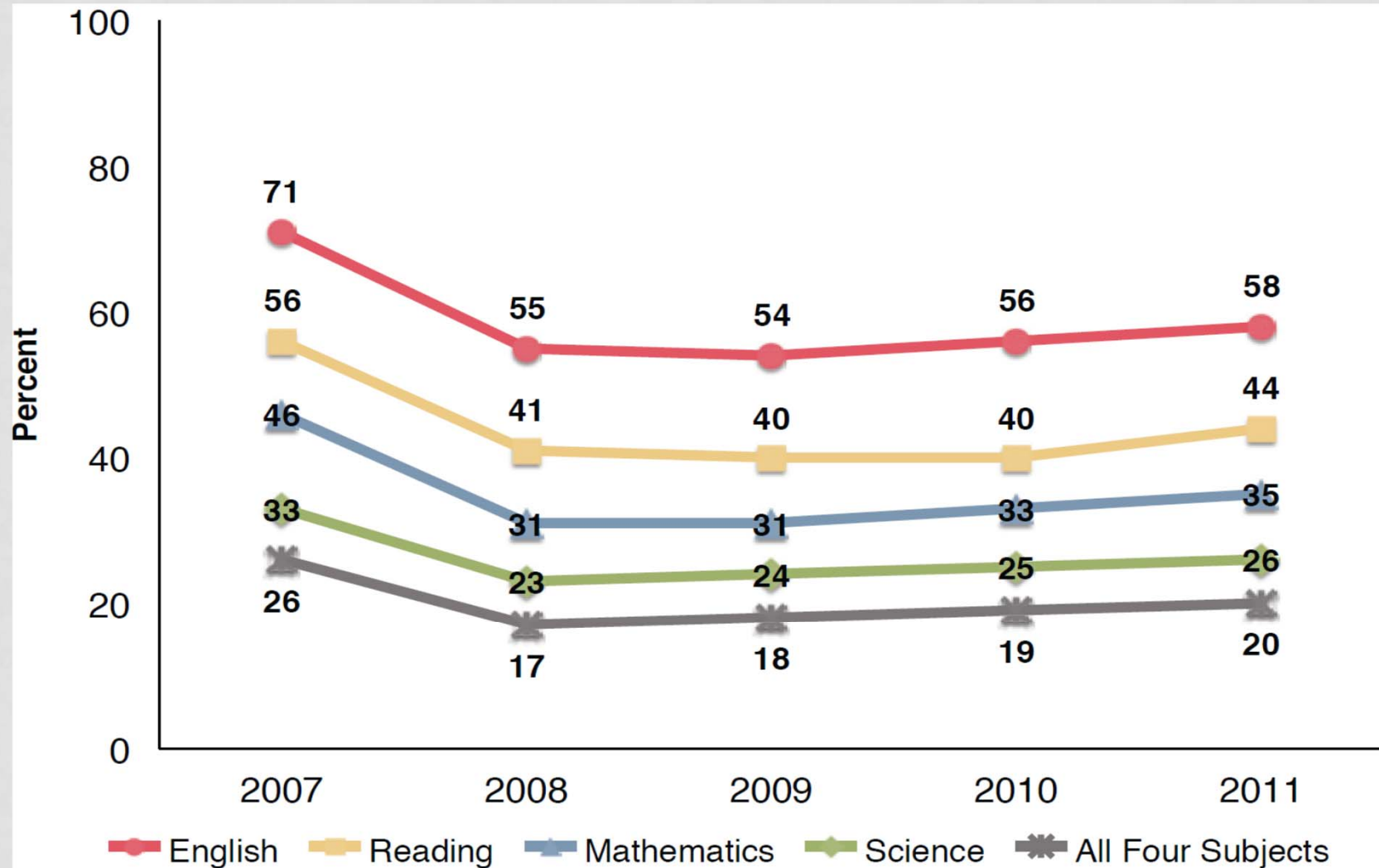
- If you recreated this slide and included a bar for your school's results would you be above or below the State average in:
- English
- Reading
- Math
- Science
- All 4 subject areas

STATES WITH 100% OF STUDENTS TESTING

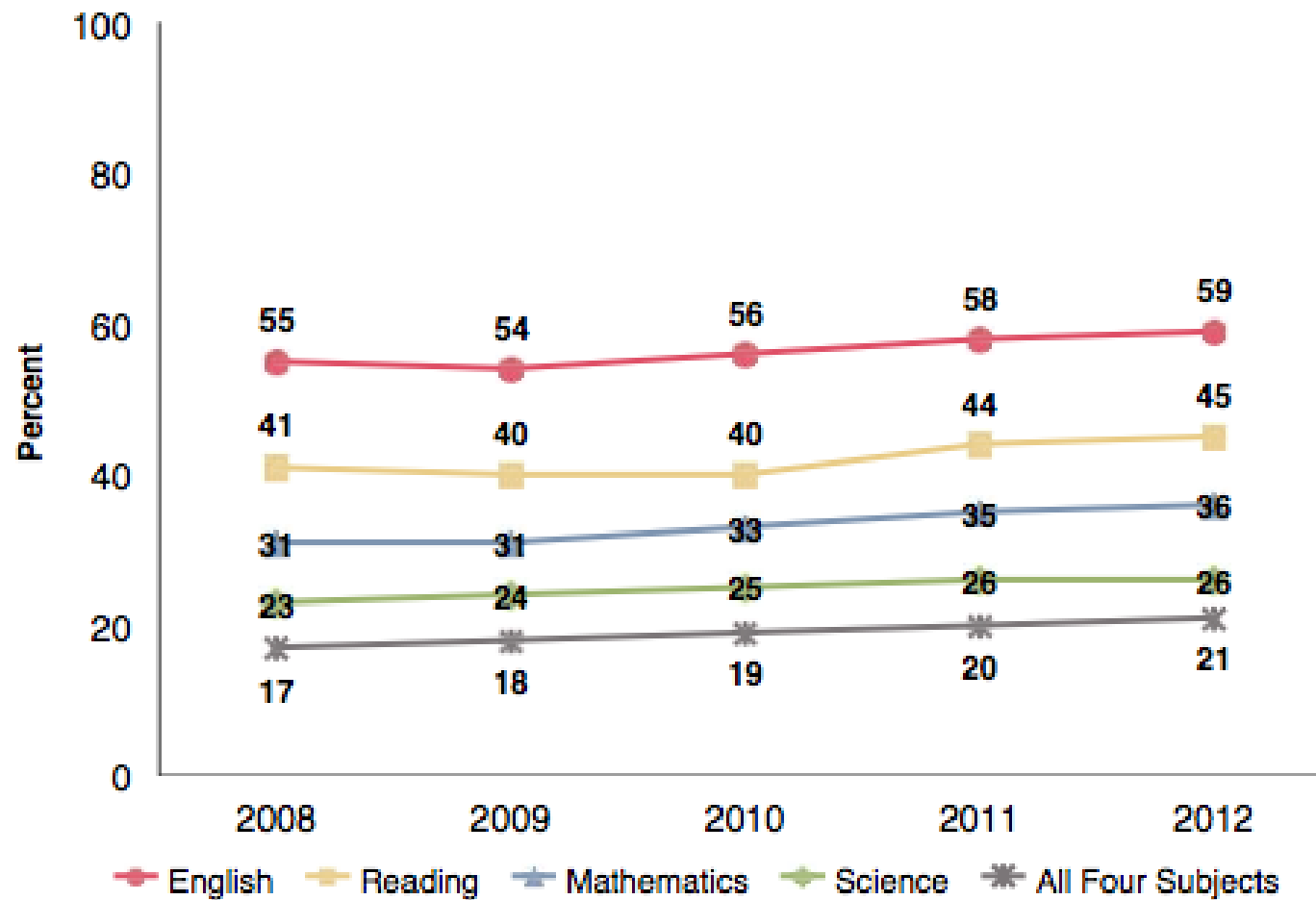
State	% Tested	Score	English	Reading	Math	Science
ILL.	100%	20.9	65	47	44	30
ND.	100%	20.7	64	49	45	30
CO.	100%	20.6	62	47	41	31
LA.	100%	20.3	68	46	35	22
WY.	100%	20.3	60	46	39	24
MI.	100%	20.1	59	45	36	26
KY.	100%	19.8	59	43	29	21
TENN.	100%	19.7	59	43	21	14

2011 Michigan Graduating Class

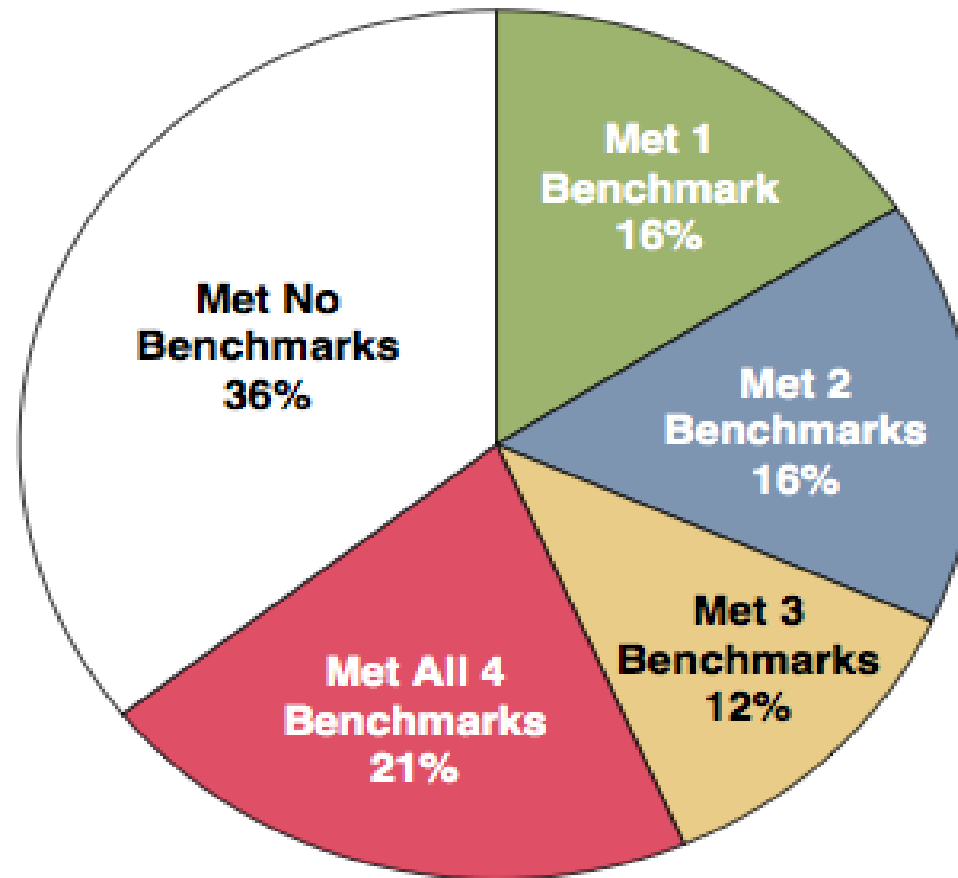
% Meeting College Readiness Benchmarks



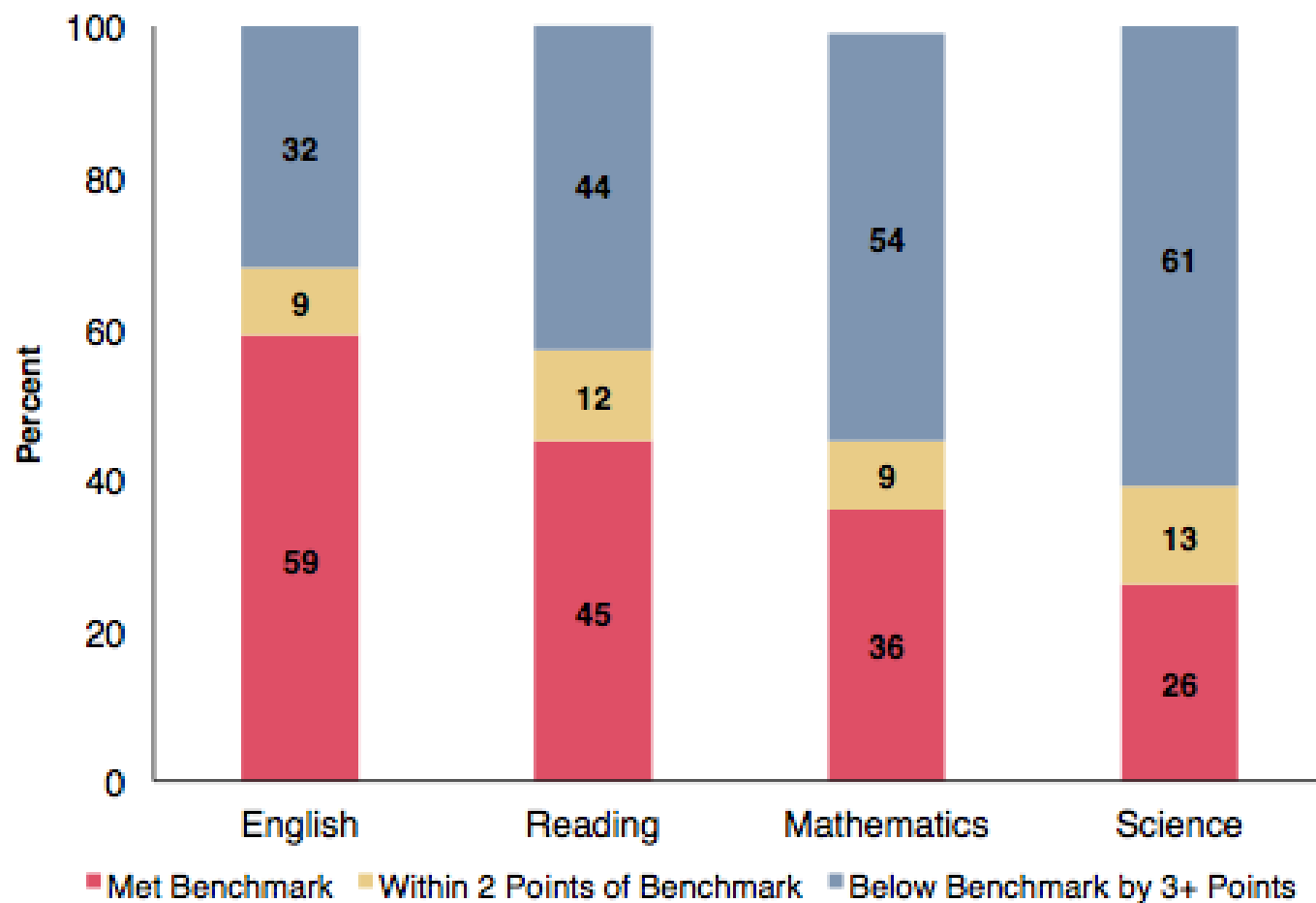
Percent of 2008–2012 ACT-Tested High School Graduates Meeting ACT College Readiness Benchmarks



Percent of 2012 ACT-Tested High School Graduates by Number of ACT College Readiness Benchmarks Attained

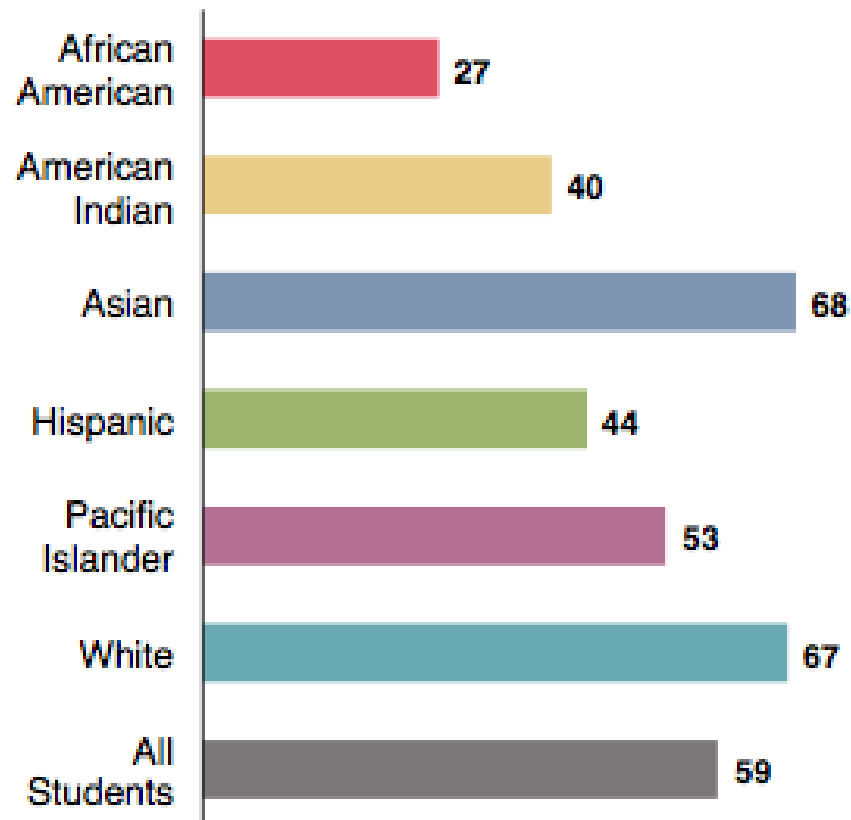


Percent of 2012 ACT-Tested High School Graduates by Benchmark Attainment and Subject



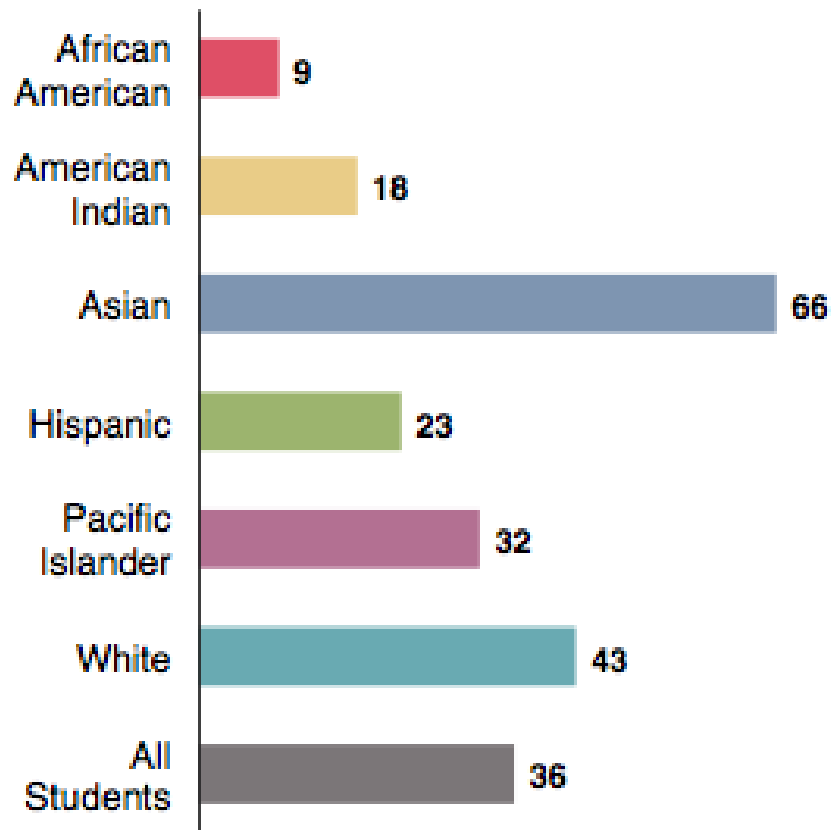
Percent of 2012 ACT-Tested High School Graduates Meeting College Readiness Benchmarks by Race/Ethnicity and Subject*

English



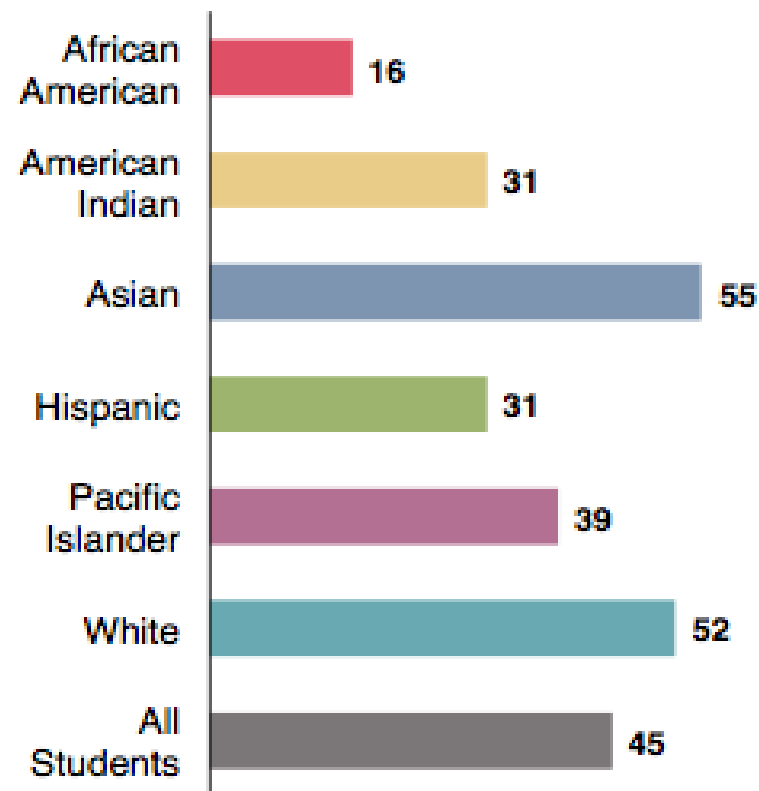
Percent of 2012 ACT-Tested High School Graduates Meeting College Readiness Benchmarks by Race/Ethnicity and Subject*

Mathematics



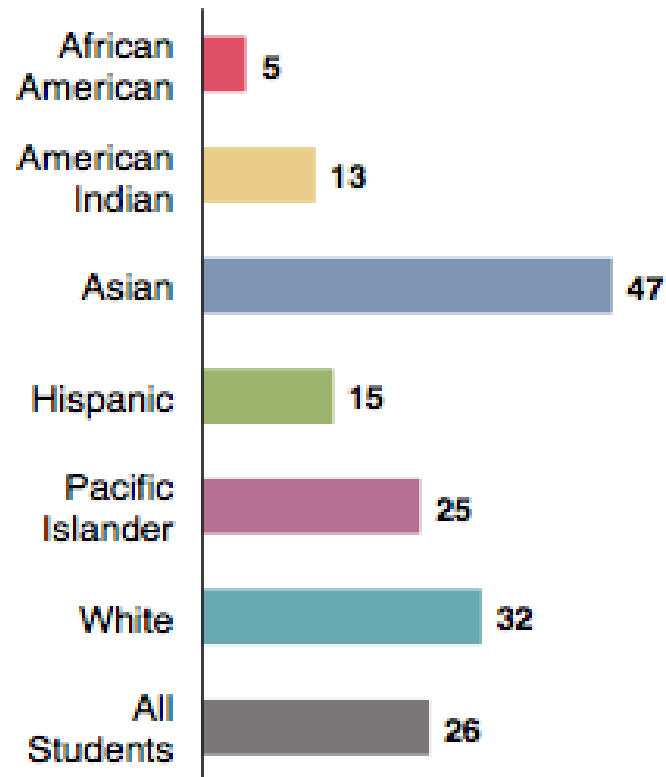
Percent of 2012 ACT-Tested High School Graduates Meeting College Readiness Benchmarks by Race/Ethnicity and Subject*

Reading



Percent of 2012 ACT-Tested High School Graduates Meeting College Readiness Benchmarks by Race/Ethnicity and Subject*

Science



College and Career Readiness

	2007	2011	2012
EXPLORE	25,000	118,291	147,000
PLAN	45,000	112,357	139,000

- **EXPLORE 2nd in the Midwest region to Illinois at 220,429**
- **PLAN 2nd in Midwest region to Illinois at 165,360**

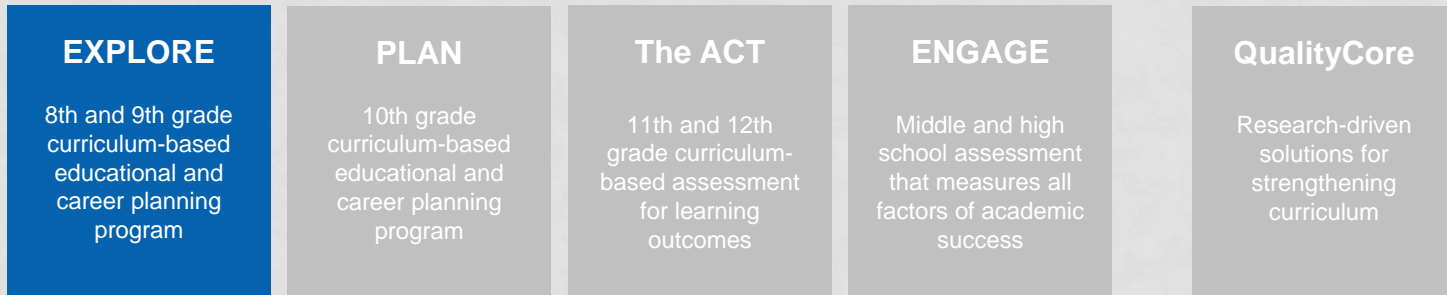
Some Observations

- Increase in 7th grade **spring** testing with EXPLORE
- Trend toward **spring** test windows for EXPLORE/PLAN/ACT
- Increase in usage of EXPLORE/PLAN/ACT retired practice tests to fill in gaps when measuring college readiness
- Interest in using EXPLORE/PLAN in measuring teacher effectiveness

EXPLORE

Designed to help 8th and 9th graders explore a broad range of options for their future, EXPLORE is a curriculum-based educational and career planning program that measures achievement in English, math, reading, and science. As an early indicator of college readiness, EXPLORE gives educators the means to structure high school planning and career exploration for students and parents.

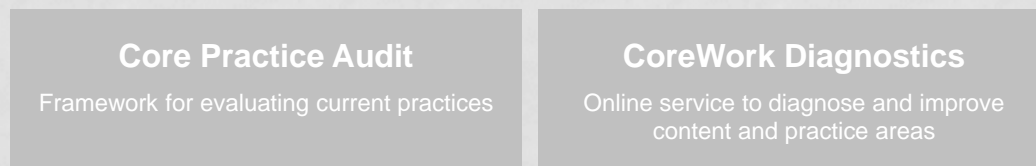
MEASURING STUDENT PROGRESS TOWARD READINESS



IMPROVING COURSE RIGOR



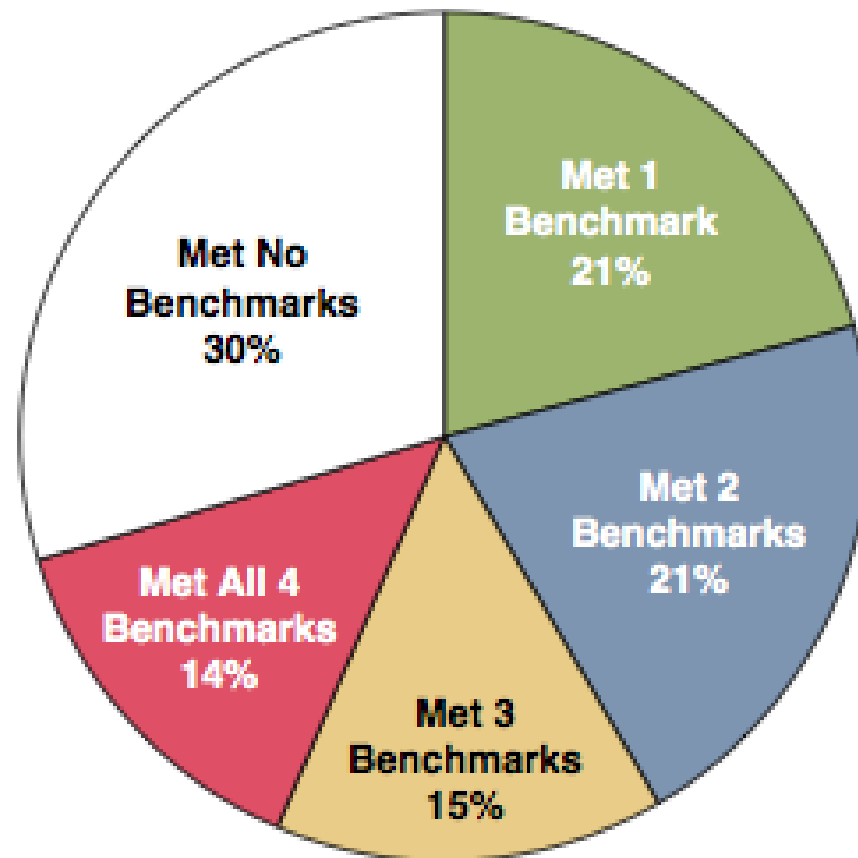
SUPPORTING SOLUTIONS PLANNING SCHOOL IMPROVEMENT



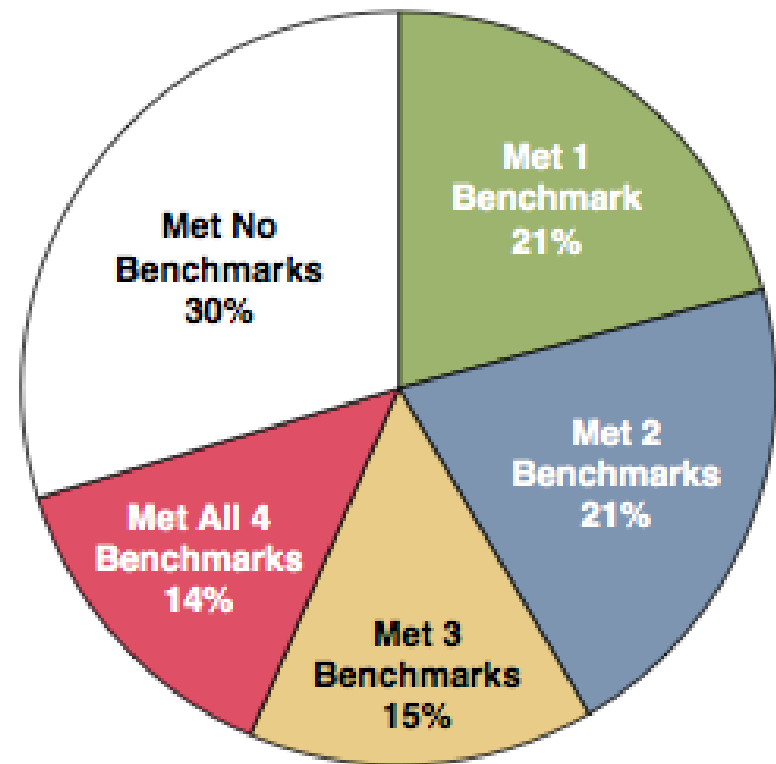
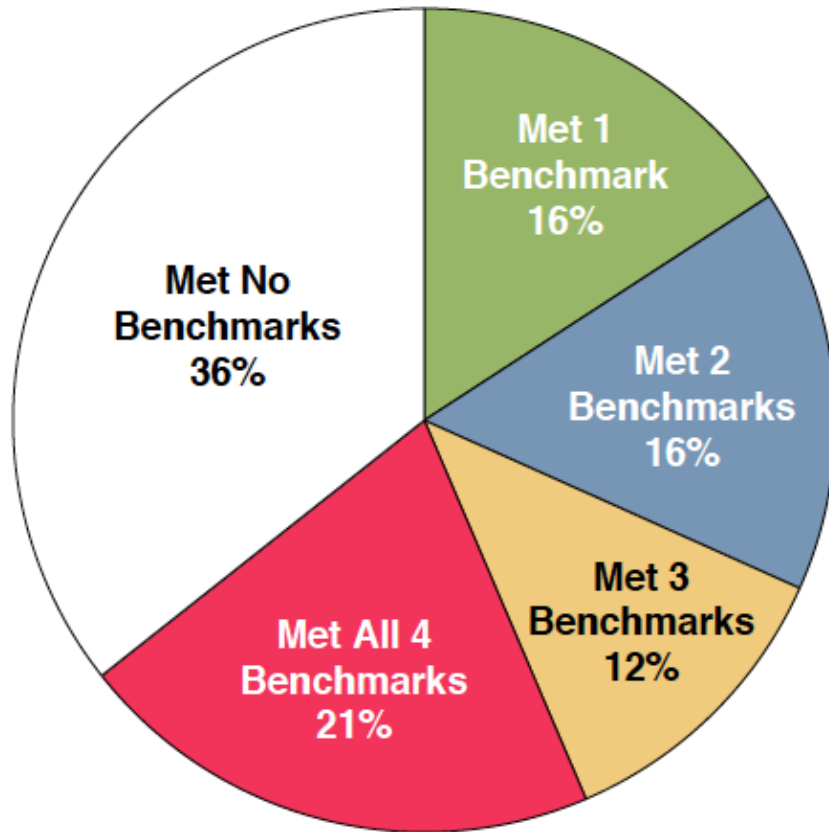
EXPLORE

- Grades 8 and 9
- Academic Achievement Measures - English, Mathematics, Reading, and Science
- Plans and Background Information
- Needs Assessment
- Total time for tests: 2 hours

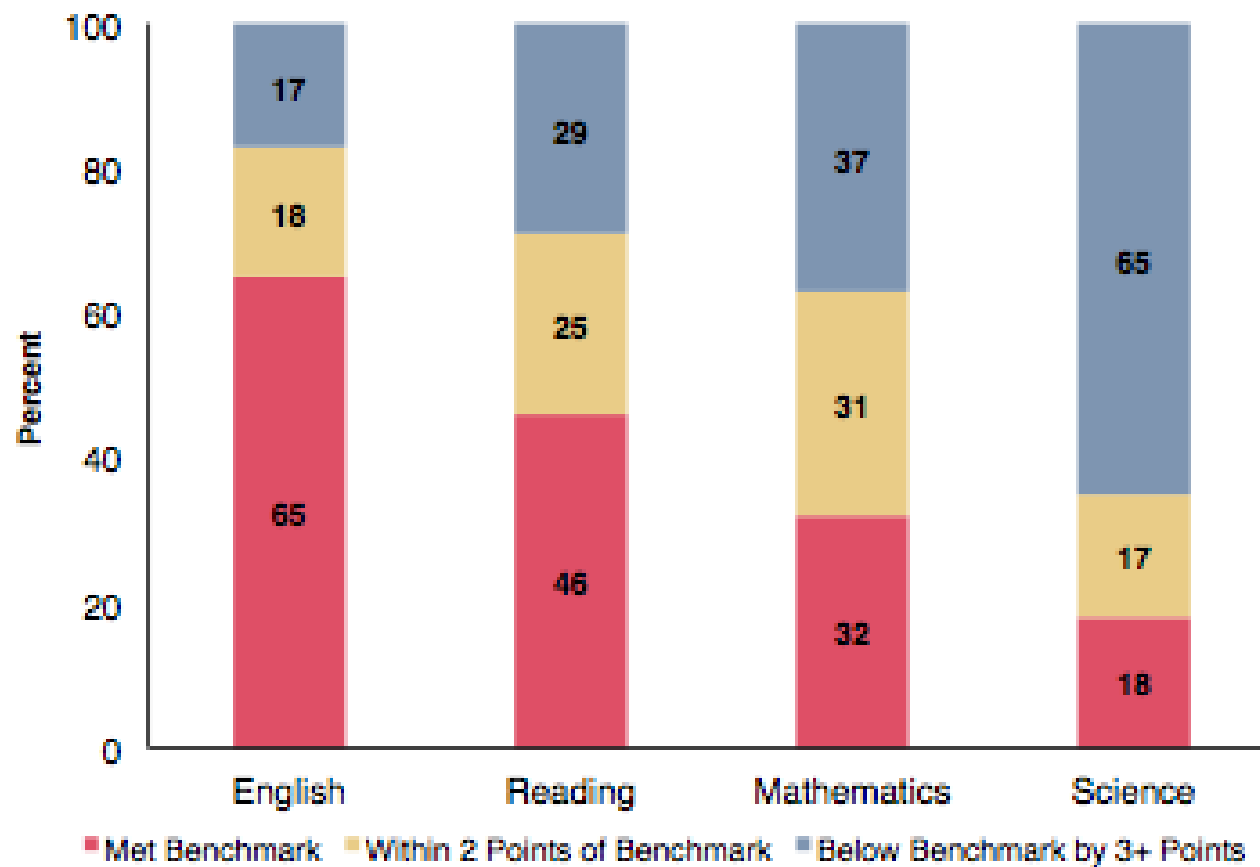
Percent of 2011–2012 EXPLORE-Tested 8th Graders Meeting College Readiness Benchmarks (N = 104,437)



CURRENT 12TH TO CURRENT 9TH



Percent of 2011–2012 EXPLORE-Tested 8th Graders Meeting College Readiness Benchmarks (N = 104,437)



PLAN

PLAN helps 10th graders build a solid foundation for future academic and career success. PLAN is a curriculum-based educational and career planning program that measures achievement in English, math, reading, and science. PLAN is designed to help 10th graders build rigorous high school course plans and identify areas of academic need so they can stay on track for college and work success.

MEASURING STUDENT PROGRESS TOWARD READINESS

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

ENGAGE

Middle and high school assessment that measures all factors of academic success

IMPROVING COURSE RIGOR

QualityCore

Research-driven solutions for strengthening curriculum

SUPPORTING SOLUTIONS PLANNING SCHOOL IMPROVEMENT

Core Practice Audit

Framework for evaluating current practices

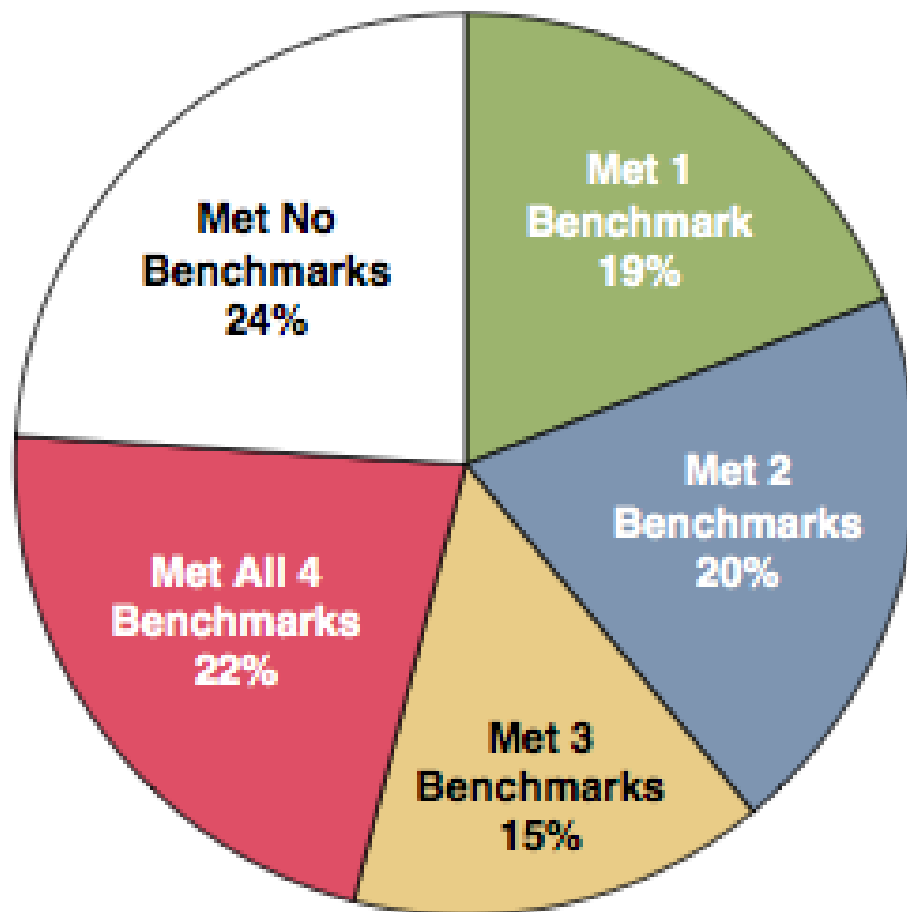
CoreWork Diagnostics

Online service to diagnose and improve content and practice areas

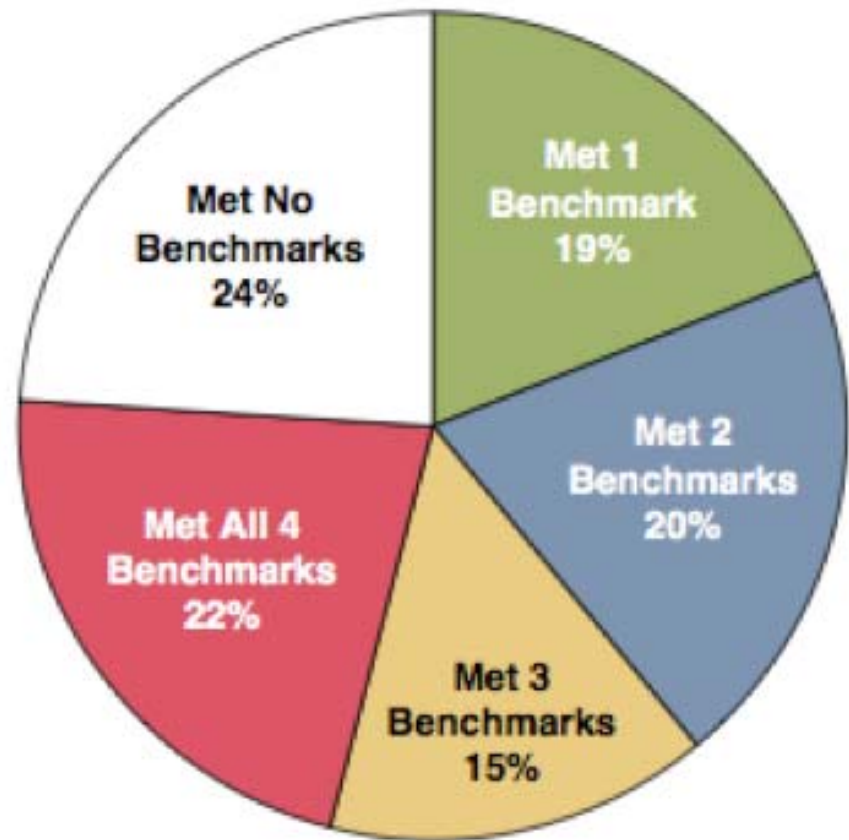
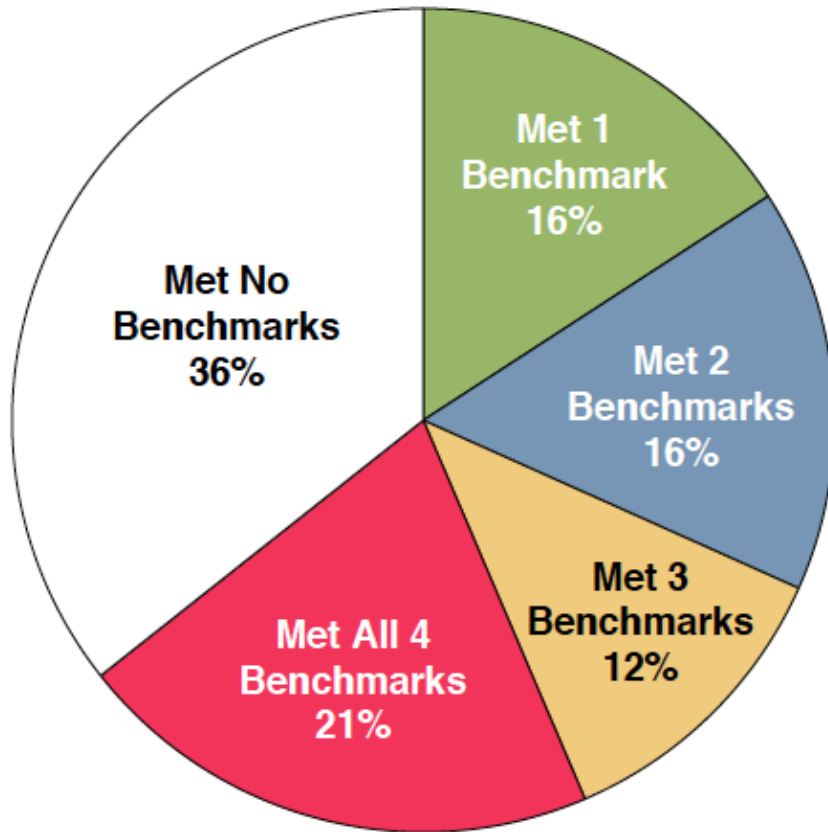
PLAN

- Grade 10
- Academic Achievement Measures - English, Mathematics, Reading, and Science
- Plans and Background Information
- High School Course/Grade Information
- Needs Assessment
- Total time for tests: 1 hour and 55 minutes
- Educational Opportunity Service (EOS)

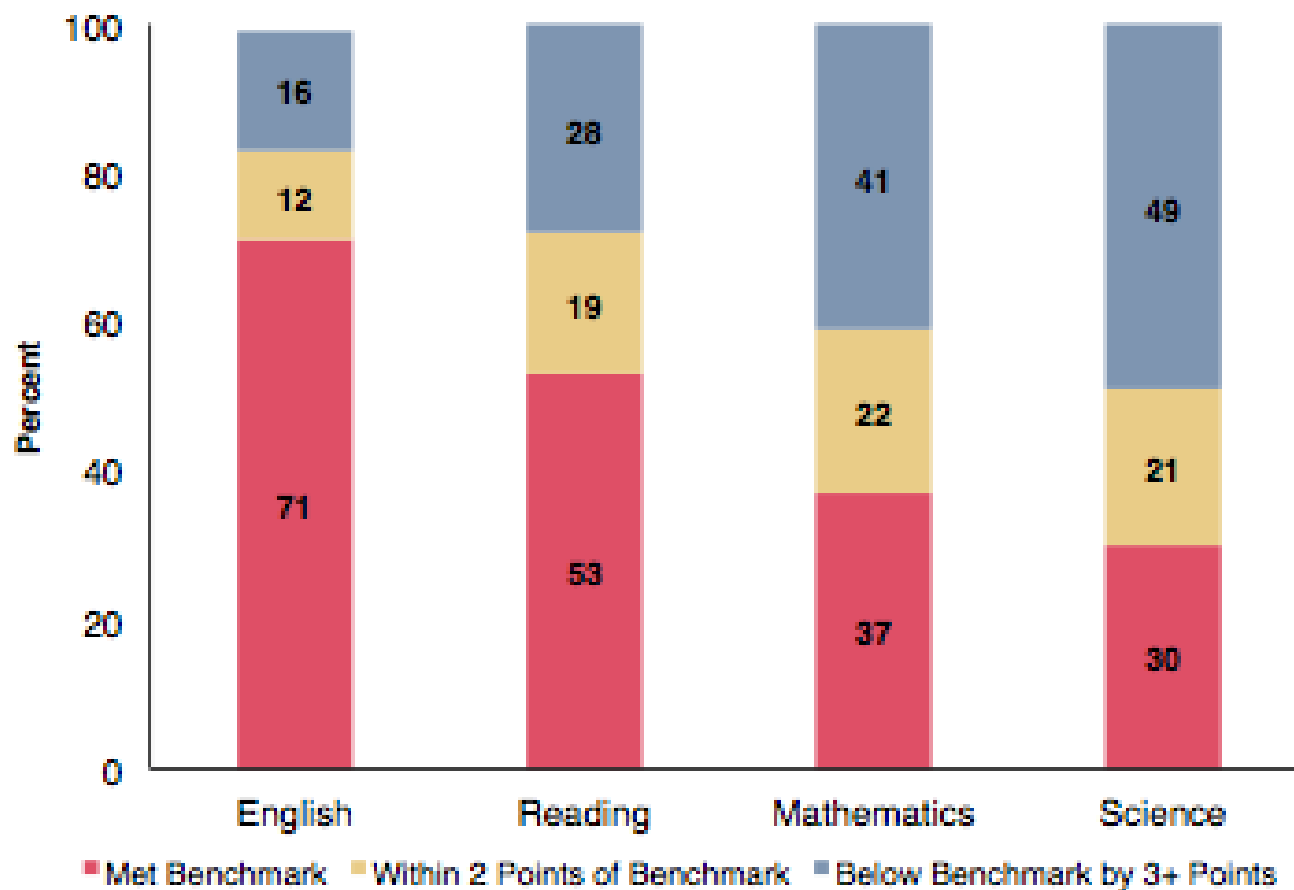
Percent of 2011–2012 PLAN-Tested 10th Graders Meeting College Readiness Benchmarks (N = 118,703)



CURRENT 12TH TO CURRENT 10TH



Percent of 2011–2012 PLAN-Tested 10th Graders Meeting College Readiness Benchmarks (N = 118,703)



NOTE TO SELF...

- How do your school's Explore and Plan pie charts compare to the State averages?
- How many "bubble" students do you have in each content area? What can be done to ensure that these students will get 2 points more?
- What can be done to support students who are 3 or more points below college readiness?

EXPLORE AND PLAN PILOT

- FREE Explore Test for 8th Graders
- FREE Plan Test for 10th Graders
- This is the last year of funding for these assessments



BEGINNING WITH THE END IN MIND....

THE MICHIGAN MERIT EXAM

MME COMPONENTS

- ACT – College Readiness



- English (18), Reading (21), Science (24), Math (22)

- Work Keys – Career



- Applied Math, Reading for Info, Locating Information

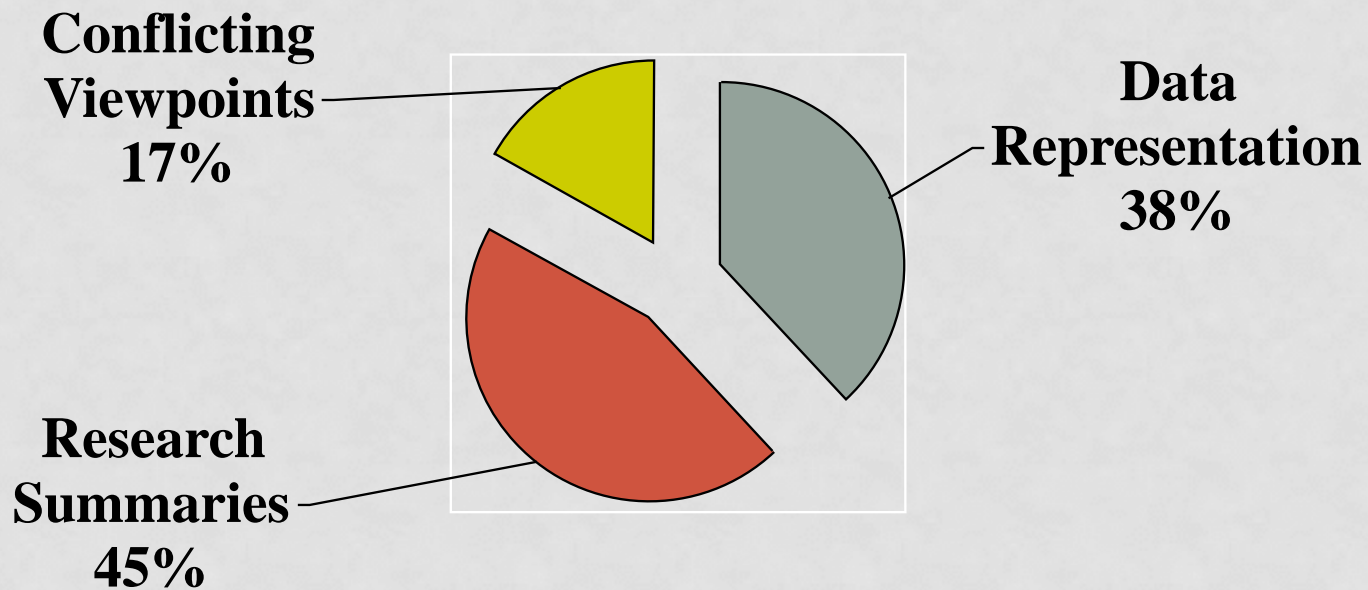
- Michigan Items – Alignment

- Social Studies, Science, Math, Writing



ACT SCIENCE TEST

40 QUESTIONS / 35 MINUTES



EPAS CONTINUUM

- Explore Science: 28 questions/30 minutes
Measures scientific reasoning through 8th grade
Content typically covered through 8th grade:
Life Science, Earth/Space Science, Physical Science
6 sets of scientific information
- Plan Science: 30 questions/25 minutes
Measures science reasoning skills from into science
coursework. Content includes: biology, chem,
physics and earth/space sciences.
5 sets of scientific information

MATHEMATICS
(continued)

COLLEGE READINESS STANDARDS

Score Range	<i>Basic Operations & Applications</i>	<i>Probability, Statistics, & Data Analysis</i>	<i>Numbers: Concepts & Properties</i>
<p>16–19</p> <p>Standards</p> <p>ideas for progress</p>	<ul style="list-style-type: none"> ■ Solve routine one-step arithmetic problems (using whole numbers, fractions, and decimals) such as single-step percent ■ Solve some multi-step arithmetic problems ■ solve problems that involve percent ■ model data with a variety of representations ■ do more advanced ratios 	<ul style="list-style-type: none"> ■ Calculate the average of a list of numbers ■ Calculate the average, given the number of data values and the sum of the data values ■ Read tables and graphs ■ Perform computations on data tables and graphs ■ Use the relationship between the probability of an event and the probability of its complement ■ interpret data and use measures of central tendency to find unknown values ■ find the probability of an event in a variety of situations ■ gather, organize, and analyze data in a variety of ways to use in problem solving ■ conduct simple probability experiments, use a variety of counting techniques (e.g., Venn diagrams, Fundamental Counting Principle, organized lists), and represent results from data using different formats 	<ul style="list-style-type: none"> ■ Recognize one-digit factors of a number ■ Identify a digit's place value ■ apply elementary number axioms (e.g., commutative)

Statements that describe what students are likely to know and be able to do...

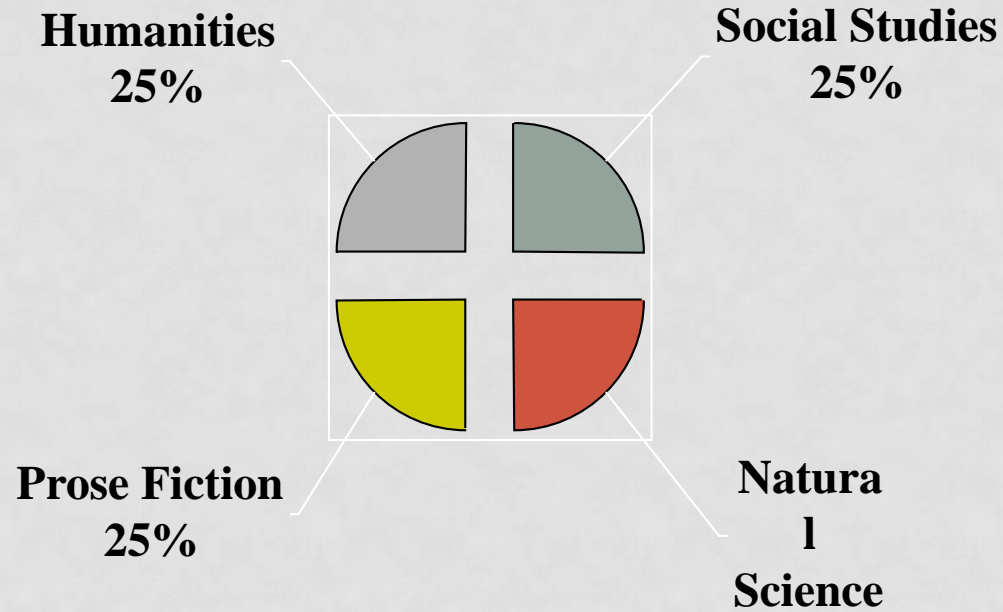
And statements that provide suggestions to progress to a higher level of achievement

SCIENCE COLLEGE & CAREER READINESS STANDARDS

	Score Range 13–15	Score Range 16–19	Score Range 20–23	Score Range 24–27	Score Range 28–32	Score Range 33–36
Interpretation of Data	<p>Select a single piece of data (numerical or nonnumerical) from a simple data presentation (e.g., a table or graph with two or three variables; a food web diagram)</p> <p>Identify basic features of a table, graph, or diagram (e.g., headings, units of measurement, axis labels)</p>	<p>Select two or more pieces of data from a simple data presentation</p> <p>Understand basic scientific terminology</p> <p>Find basic information in a brief body of text</p> <p>Determine how the value of one variable changes as the value of another variable changes in a simple data presentation</p>	<p>Select data from a complex data presentation (e.g., a table or graph with more than three variables; a phase diagram)</p> <p>Compare or combine data from a simple data presentation (e.g., order or sum data from a table)</p> <p>Translate information into a table, graph, or diagram</p>	<p>Compare or combine data from two or more simple data presentations (e.g., categorize data from a table using a scale from another table)</p> <p>Compare or combine data from a complex data presentation</p> <p>Interpolate between data points in a table or graph</p> <p>Determine how the value of one variable changes as the value of another variable changes in a complex data presentation</p> <p>Identify and/or use a simple (e.g., linear) mathematical relationship between data</p>	<p>Compare or combine data from a simple data presentation with data from a complex data presentation</p> <p>Identify and/or use a complex (e.g., nonlinear) mathematical relationship between data</p> <p>Extrapolate from data points in a table or graph</p>	<p>Compare or combine data from two or more complex data presentations</p> <p>Analyze given information when presented with new, complex information</p>

ACT READING TEST

40 - QUESTIONS / 35 - MINUTE TEST



EPAS CONTINUUM

- Explore Reading: 30 questions/30 minutes
3 passages: Prose Fiction, Social Science, Humanities
 - Plan Reading: 25 questions/20 minutes
3 passages: Prose Fiction, Social Science, Humanities
- ***The ACT includes 4 prompts:** Natural Science

READING COLLEGE & CAREER READINESS STANDARDS

	Score Range 13–15	Score Range 16–19	Score Range 20–23	Score Range 24–27	Score Range 28–32	Score Range 33–36
Main Ideas and Author's Approach	Recognize a clear intent of an author or narrator in uncomplicated literary narratives	Identify a clear main idea or purpose of straightforward paragraphs in uncomplicated literary narratives	Infer the main idea or purpose of straightforward paragraphs in uncomplicated literary narratives Understand the overall approach taken by an author or narrator (e.g., point of view, kinds of evidence used) in uncomplicated passages	Identify a clear main idea or purpose of any paragraph or paragraphs in uncomplicated passages Infer the main idea or purpose of straightforward paragraphs in more challenging passages Summarize basic events and ideas in more challenging passages Understand the overall approach taken by an author or narrator (e.g., point of view, kinds of evidence used) in more challenging passages	Infer the main idea or purpose of more challenging passages or their paragraphs Summarize events and ideas in virtually any passage Understand the overall approach taken by an author or narrator (e.g., point of view, kinds of evidence used) in virtually any passage	Identify clear main ideas or purposes of complex passages or their paragraphs
Supporting Details	Locate basic facts (e.g., names, dates, events) clearly stated in a passage	Locate simple details at the sentence and paragraph level in	Locate important details in uncomplicated passages	Locate important details in more challenging passages	Locate and interpret minor or subtly stated details in more challenging	Locate and interpret details in complex passages

READING TOPICS

Humanities – architecture, **art**, dance, ethics, film, **language**, literary criticism, **music**, philosophy, radio, television, and theater.

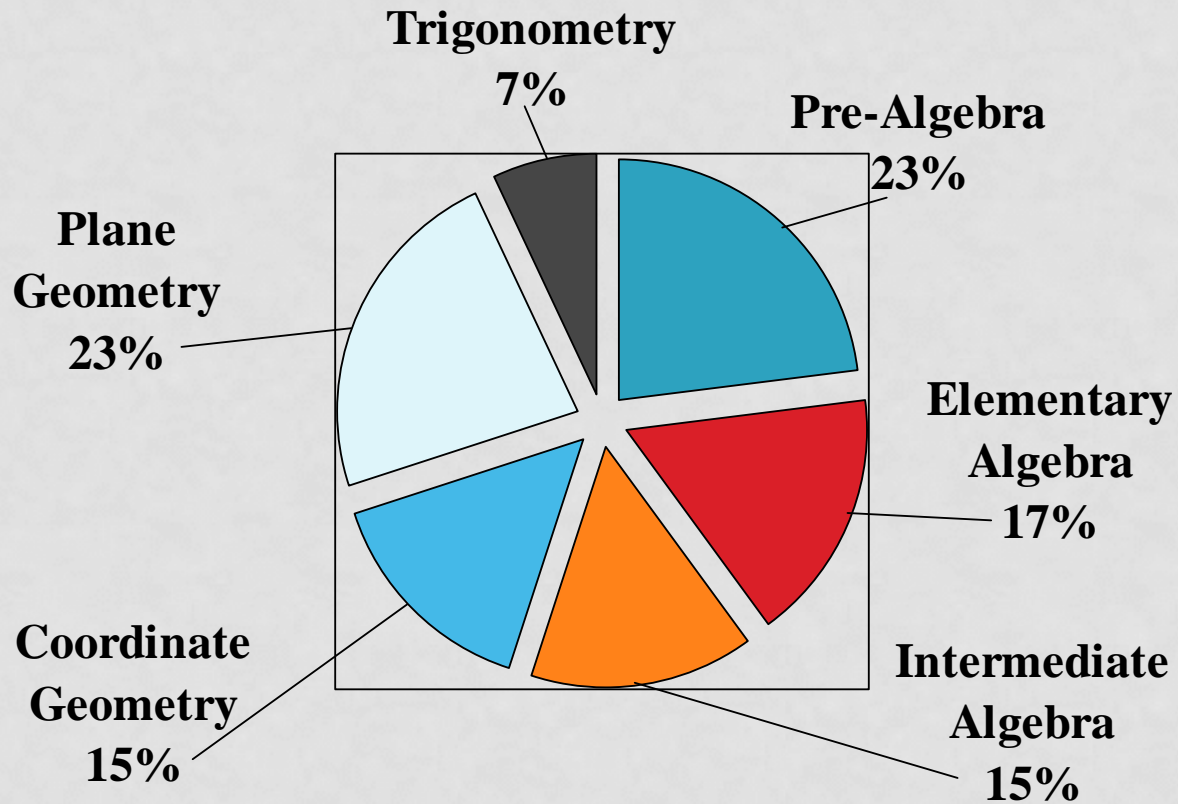
Social Studies -anthropology, archaeology, biography, **business**, economics, education, geography, history, political science, psychology, and sociology

Natural Sciences - anatomy, astronomy, biology, botany, chemistry, ecology, geology, medicine, meteorology, microbiology, natural history, physiology, physics, technology, and zoology.

Prose Fiction - short stories or excerpts from short stories or novels.

ACT MATH TEST

60 QUESTIONS / 60 MINUTES



EPAS CONTINUUM

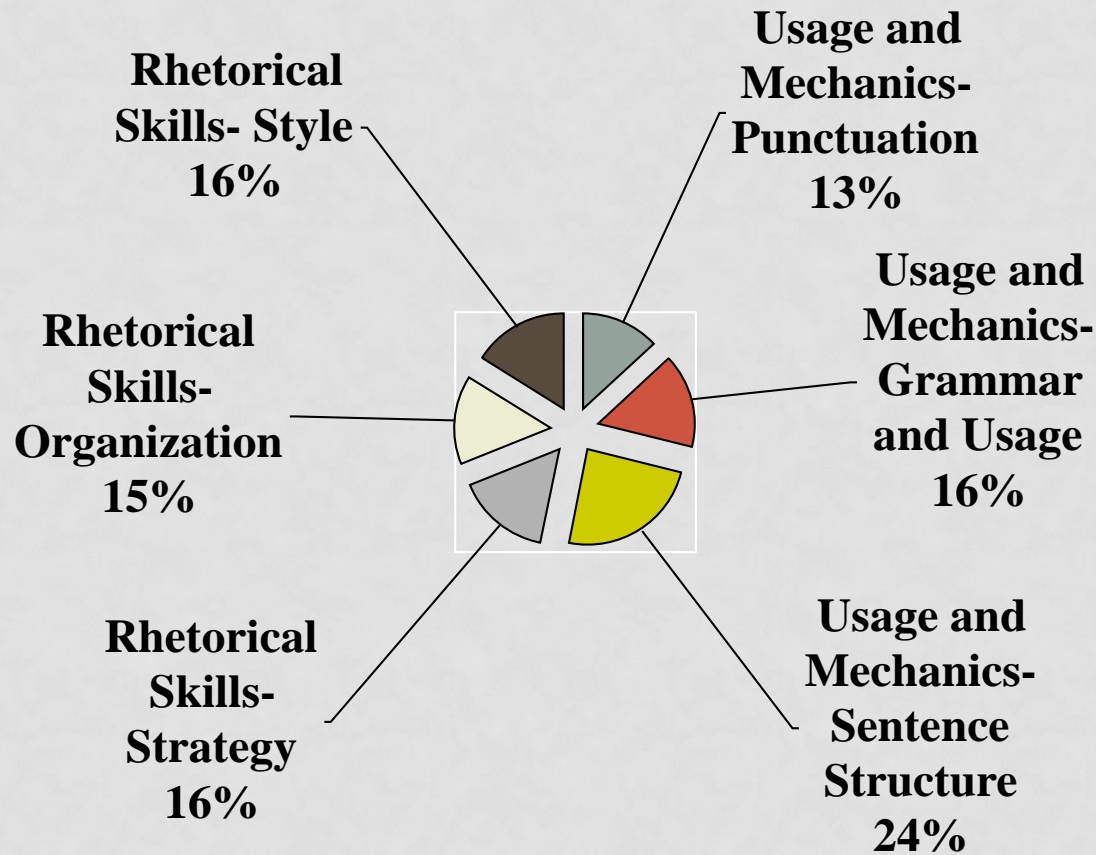
- Explore Math: 30 questions/30 minutes
Emphasizes the ability to solve practical quantitative problems that are typically encountered in middle-school and junior high.
- Plan Math: 40 questions/40 minutes
While some second-year courses is included on the test, most items, including geometry items, emphasize content presented before the second year of high school.

MATH ACT COLLEGE & CAREER READINESS STANDARDS

	Score Range 13–15	Score Range 16–19	Score Range 20–23	Score Range 24–27	Score Range 28–32	Score Range 33–36
Basic Operations & Applications	<p>Perform one-operation computation with whole numbers and decimals</p> <p>Solve problems in one or two steps using whole numbers</p> <p>Perform common conversions (e.g., inches to feet or hours to minutes)</p>	<p>Solve routine one-step arithmetic problems (using whole numbers, fractions, and decimals) such as single-step percent</p> <p>Solve some routine two-step arithmetic problems</p>	<p>Solve routine two-step or three-step arithmetic problems involving concepts such as rate and proportion, tax added, percentage off, and computing with a given average</p>	<p>Solve multistep arithmetic problems that involve planning or converting units of measure (e.g., feet per second to miles per hour)</p>	<p>Solve word problems containing several rates, proportions, or percentages</p>	<p>Solve complex arithmetic problems involving percent of increase or decrease and problems requiring integration of several concepts from pre-algebra and/or pre-geometry (e.g., comparing percentages or averages, using several ratios, and finding ratios in geometry settings)</p>
Probability, Statistics, & Data Analysis	<p>Calculate the average of a list of positive whole numbers</p> <p>Perform a single computation using information from a table or chart</p>	<p>Calculate the average of a list of numbers</p> <p>Calculate the average, given the number of data values and the sum of the data values</p> <p>Read tables and graphs</p> <p>Perform computations on</p>	<p>Calculate the missing data value, given the average and all data values but one</p> <p>Translate from one representation of data to another (e.g., a bar graph to a circle graph)</p> <p>Determine the probability of a simple event</p>	<p>Calculate the average, given the frequency counts of all the data values</p> <p>Manipulate data from tables and graphs</p> <p>Compute straightforward probabilities for common situations</p> <p>Use Venn diagrams</p>	<p>Calculate or use a weighted average</p> <p>Interpret and use information from figures, tables, and graphs</p> <p>Apply counting techniques</p> <p>Compute a probability when the event and/or sample space are not given</p>	<p>Distinguish between mean, median, and mode for a list of numbers</p> <p>Analyze and draw conclusions based on information from figures, tables, and graphs</p> <p>Exhibit knowledge of conditional and joint probability</p>

ACT ENGLISH TEST

75-QUESTIONS / 45-MINUTE TEST



EPAS CONTINUUM

- Explore English: 40 questions/30 minutes

The test consists of several prose passages, each accompanied by a number of multiple choice test items.

- Plan Science: 50 questions/30 minutes

The test consists of several prose passages, each accompanied by a number of multiple choice test items.

ENGLISH ACT COLLEGE & CAREER READINESS STANDARDS

	Score Range 13–15	Score Range 16–19	Score Range 20–23	Score Range 24–27	Score Range 28–32	Score Range 33–36
Topic Development in Terms of Purpose and Focus		<p>Identify the basic purpose or role of a specified phrase or sentence</p> <p>Delete a clause or sentence because it is obviously irrelevant to the essay</p>	<p>Identify the central idea or main topic of a straightforward piece of writing</p> <p>Determine relevancy when presented with a variety of sentence-level details</p>	<p>Identify the focus of a simple essay, applying that knowledge to add a sentence that sharpens that focus or to determine if an essay has met a specified goal</p> <p>Delete material primarily because it disturbs the flow and development of the paragraph</p> <p>Add a sentence to accomplish a fairly straightforward purpose such as illustrating a given statement</p>	<p>Apply an awareness of the focus and purpose of a fairly involved essay to determine the rhetorical effect and suitability of an existing phrase or sentence, or to determine the need to delete plausible but irrelevant material</p> <p>Add a sentence to accomplish a subtle rhetorical purpose such as to emphasize, to add supporting detail, or to express meaning through connotation</p>	<p>Determine whether a complex essay has accomplished a specific purpose</p> <p>Add a phrase or sentence to accomplish a complex purpose, often expressed in terms of the main focus of the essay</p>
Organization, Unity, and Coherence	<p>Use conjunctive adverbs or phrases to show time relationships in simple narrative essays (e.g., <i>then</i>, <i>this time</i>)</p>	<p>Select the most logical place to add a sentence in a paragraph</p>	<p>Use conjunctive adverbs or phrases to express straightforward logical relationships (e.g., <i>first</i>, <i>afterward</i>, <i>in response</i>)</p> <p>Decide the most</p>	<p>Determine the need for conjunctive adverbs or phrases to create subtle logical connections between sentences (e.g., <i>therefore</i>, <i>however</i>, <i>in addition</i>)</p>	<p>Make sophisticated distinctions concerning the logical use of conjunctive adverbs or phrases, particularly when signaling a shift between paragraphs</p>	<p>Consider the need for introductory sentences or transitions, basing decisions on a thorough understanding of both the logic and rhetorical effect of</p>

ACT WRITING TEST

(1) 30 MINUTE ESSAY

- The Writing Test is a 30-minute essay test that measures writing skills—specifically those writing skills emphasized in high school English classes and in entry-level college composition courses.
- The test consists of one writing prompt that will define an issue and describe two points of view on that issue. Students are asked to respond to a question about their position on the issue described in the writing prompt.

WRITING ACT COLLEGE & CAREER READINESS STANDARDS

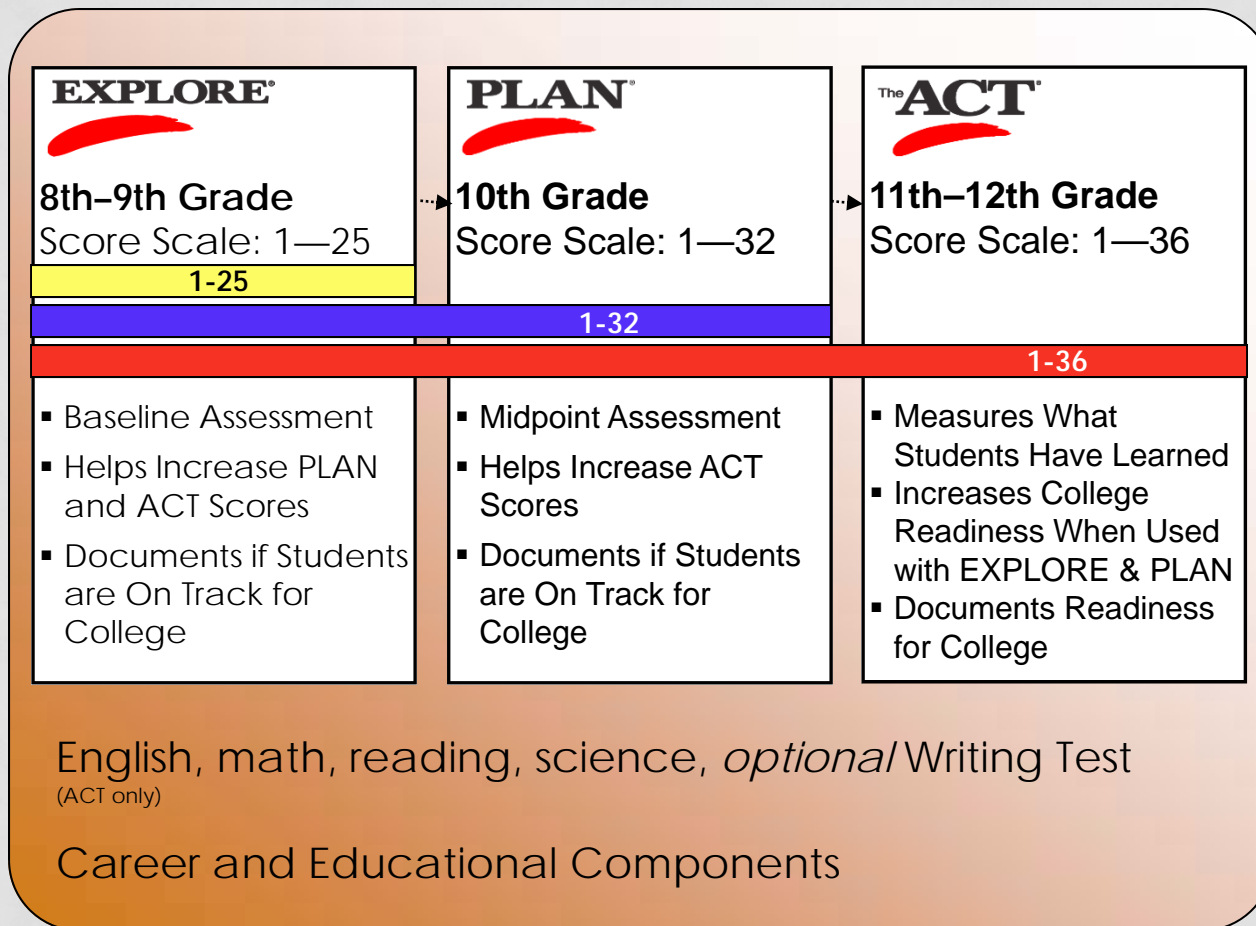
	Score Range 3-4	Score Range 5-6	Score Range 7-8	Score Range 9-10	Score Range 11-12
Expressing Judgments	<p>Show a little understanding of the persuasive purpose of the task but neglect to take or to maintain a position on the issue in the prompt</p> <p>Show limited recognition of the complexity of the issue in the prompt</p>	<p>Show a basic understanding of the persuasive purpose of the task by taking a position on the issue in the prompt but may not maintain that position</p> <p>Show a little recognition of the complexity of the issue in the prompt by acknowledging, but only briefly describing, a counterargument to the writer's position</p>	<p>Show understanding of the persuasive purpose of the task by taking a position on the issue in the prompt</p> <p>Show some recognition of the complexity of the issue in the prompt by</p> <ul style="list-style-type: none"> • acknowledging counterarguments to the writer's position • providing some response to counterarguments to the writer's position 	<p>Show clear understanding of the persuasive purpose of the task by taking a position on the specific issue in the prompt and offering a broad context for discussion</p> <p>Show recognition of the complexity of the issue in the prompt by</p> <ul style="list-style-type: none"> • partially evaluating implications and/or complications of the issue, and/or • posing and partially responding to counter- 	<p>Show clear understanding of the persuasive purpose of the task by taking a position on the specific issue in the prompt and offering a critical context for discussion</p> <p>Show understanding of the complexity of the issue in the prompt by</p> <ul style="list-style-type: none"> • examining different perspectives, and/or • evaluating implications or complications of the issue, and/or • posing and fully

WRITING TEST SCORING

- Students must take both the English and Writing Tests in the same session to receive Writing scores.
- The essay will be scored holistically—that is, on the basis of the overall impression created by all the elements of the writing. Two trained readers will score each essay, each giving it a rating from 1 (low) to 6 (high).
- The sum of those ratings is your **Writing subscore**, which is reported on a scale of 2 to 12.
- The Combined English/Writing score is created by using a formula that weights the English Test score two-thirds and the Writing Test score one-third. **The Combined English/Writing score is then reported on a 1–36 scale.**

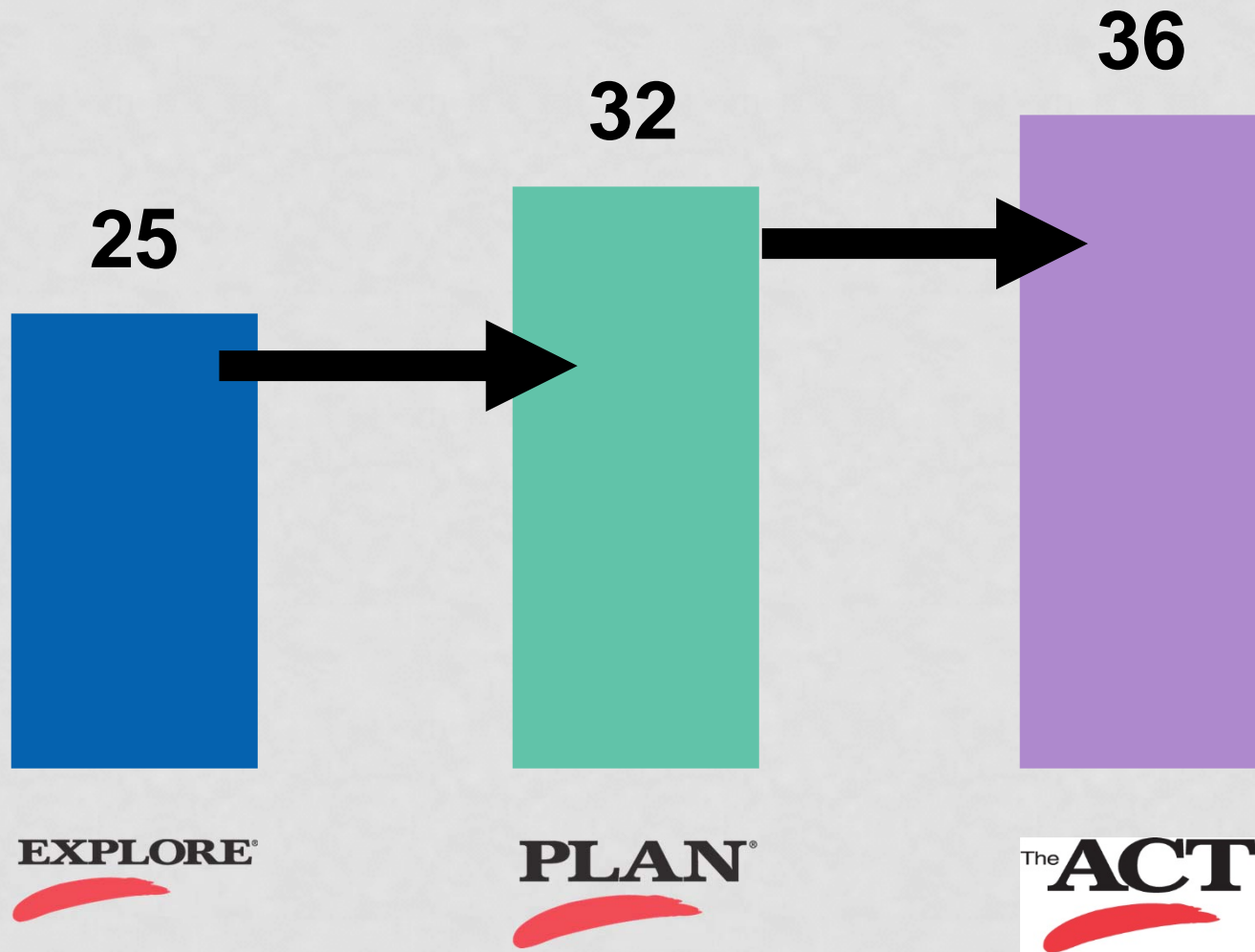
LONGITUDINAL ASSESSMENTS

COLLEGE READINESS SYSTEM SCORES



LONGITUDINAL ASSESSMENTS

COLLEGE READINESS SYSTEM SCORES





ACT College-Readiness Benchmarks

ACT Readiness Benchmarks for Credit-Earning College Courses

College Credit-Earning Course	EXPLORE (8 th /9 th) College Readiness Benchmarks		PLAN (10 th) College Readiness Benchmarks		ACT (11 th /12 th) College Readiness Benchmarks		
		8 th	9 th				
English Comp.	English	13	14	English	15	English	18
Algebra	Math	17	18	Math	19	Math	22
Social Science	Reading	15	16	Reading	17	Reading	21
Biology	Science	20	20	Science	21	Science	24

Are these students “on track”?

75 % chance “C” or better

50% chance of “B” or better

DISTRICT/BUILDING GOALS

- Important for everyone to be on the same page.
- Pre K-12 system
 - Knowledge of Common Core and College Readiness
 - Shared vocabulary and expectations
- Building on each other's goals, sharing information and developing commonalities

SAMPLE DISTRICT GOALS

- All graduates of the Community Schools will be College Ready, Career Ready and Life Ready in English Language Arts.
- All graduates of the Community Schools will be College Ready, Career Ready and Life Ready in Mathematics.
- All graduates of the Community Schools will be College Ready, Career Ready and Life Ready in Science.

SAMPLE BUILDING LEVEL SIP GOALS

Sample School Improvement Goals:

- All students will meet the college readiness benchmark in Reading.
- All students will meet the college readiness benchmark in Math.
- All students will meet the college readiness benchmark in Science.

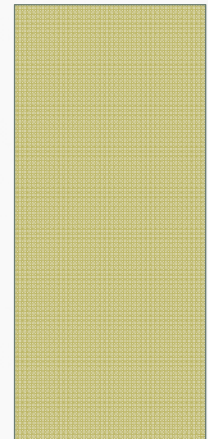
INTERVENTIONS

- District Initiative: Pyramid of Intervention training for Staff.
- District Interventions for students: Mandatory Summer programs, Universal Screening.
- Building Interventions for students: Academic Center, Blended Service Model, Math Lab, Reading Lab, Study Island, R&R, Homework Lunch, Academic Draft.



WHAT MAKES THE EXPLORE & PLAN SO IMPORTANT?

EARLY INTERVENTION



RIGOROUS TESTING PATTERN

- 7th Explore (1-25)
 - 8th Explore (1-25)
 - 9th Plan (1-32)
 - 10th Plan (1-32)
 - 11th ACT/MME (1-36)
-
- Allows for one year's measurement of growth and time for interventions.

MIDDLE SCHOOL: THE ESSENTIAL LINK

- The 1-25 score measured by the Explore are all standards covered in Elementary and Middle School.
- Shift curriculum alignment to the ACT College Readiness Standards and Common Core (rather than the MEAP).

WHAT DOES THIS LOOK LIKE?

- The ACT Math standards were broken down by GLCEs and HSCEs (Bill Aten). On the next slide, the yellow highlighted standards are actually GLCEs which are found in the Math portion of the ACT.

ACT Score Range	BOA Basic Operations & Applications	PSD Probability, Statistics & Data Analysis	NCP Number: Concepts and Properties	XEI Expressions, Equations, & Inequalities	GRE Graphical Representations	PPF Properties of Plane Figures	MEA Measurement	FUN Functions
13 – 15 (200)	M.UN.06.01	D.AN.05.03 D.RE.07.01 D.AN.08.01	N.MR.05.19 N.MR.04.12 N.FL.07.05	A.FO.06.14 A1.2.1	N.ME.06.05			A.RP.06.02
16 – 19 (300)	N.MR.06.13 N.FL.06.14 N.FL.06.15	D.AN.05.03 D.RE.05.01 D.AN.08.01 L1.2.4	N.ME.04.04 N.ME.05.08	N.MR.06.13 A.FO.06.07 N.MR.06.03 N.FL.07.07	A.RP.06.02	G.GS.06.01 G1.1.2	M.TE.04.06	A.PA.08.02
20 – 23 (400)	N.FL.07.02 N.MR.07.03 N.FL.07.05	D.PR.06.01 D.PR.06.02 L1.3.1	N.MR.04.06 N.ME.05.11 N.ME.06.02	A.FO.07.12 A.FO.07.13 A.FO.08.07 A.FO.08.11 A.FO.08.12 A1.1.1 A1.1.3 A1.2.1 A1.2.3	A.RP.06.02 N.ME.06.17 A.PA.07.06 A.PA.07.07 A.PA.07.08 A2.4.2	G.GS.06.01 G1.1.1 G1.1.2	G.SR.08.03 G.SR.08.04 G.SR.08.05 G.SR.08.06 G.SR.08.07 A1.2.6	A.RP.08.01 A.RP.08.05 A3.1.2 L1.2.1
24 – 27 (500)	N.MR.07.04 N.FL.08.11	D.PR.06.02 D.AN.07.03 D.RE.07.01 L1.2.4 S4.1.1 S4.2.1 L1.3.1 L1.3.2 L1.3.3	N.ME.04.04 N.ME.05.11 N.ME.06.05 N.ME.06.16 N.MR.07.06 N.FL.08.06 N.ME.08.01 L2.1.2	A.PA.07.04 A.FO.07.13 A.FO.08.08 A.FO.08.09 A.FO.08.12 A1.1.1 A1.1.3 A1.1.2 A1.2.1 A1.2.2 A1.2.3 A1.6.3 A3.3.4 A3.3.5 A11.4 A1.2.5	G1.1.3 A2.4.3 A3.1.4 A2.1.7 A3.3.2 A1.2.9	G.GS.08.01 G1.2.2 G1.2.3	G.SR.08.04 G.SR.08.05 G.SR.08.03 G1.4.1 G2.1.1	A2.1.2 G1.3.1 L1.2.1
28 – 32 (600)	N.FL.08.11	S4.1.2 S4.2.1 L2.1.1	N.FL.06.10 L1.1.1 L2.1.2 L2.1.5 A3.2.3	A.FO.08.11 A.FO.08.12 A.FO.08.13 A1.1.1 A1.1.2 A1.1.3 A1.1.6 A1.1.8 A1.2.1 A1.2.3 A1.2.4 A1.6.3 A1.1.4 A1.1.5 A1.2.5 A1.2.7	A.RP.06.08 A.RP.06.10 A.PA.07.03 G.GO.08.02 A2.4.2 A2.4.3 A3.1.4 A1.2.9 G1.7.1	G1.2.3 G1.2.4	G1.4.1 G1.4.2	G1.3.2
33 – 36 (700)	N.MR.08.07 N.MR.08.08 N.MR.08.09 N.MR.08.10	D.AN.08.01 D.PR.08.03 D.PR.08.06 S1.1.1 L1.2.4 S1.2.1 S4.1.2 S4.2.2	A3.2.5 L1.1.2 L1.1.3 L2.1.3 L2.1.5 L2.4.1 L2.2.1	L1.2.2 A1.1.1 A1.2.1 A1.2.3 A1.2.4 A3.3.4 A3.3.5 A2.4.3 A2.4.2	A2.1.7 A3.2.1 A3.3.1 A3.3.2 A3.3.4 A3.4.1 A3.5.1 A3.5.2 A3.5.3 S2.1.2 A3.6.1 A3.6.2	G1.2.5 G1.4.1 G1.4.2 G1.6.1 G1.6.2 G1.6.3 G1.6.4	G1.5.1 G2.3.5 G3.2.1	A2.2.1 G1.3.4 G1.3.2 G1.3.3 A1.2.10 A3.7.1 A3.7.2 A3.7.3 A3.7.4 A3.7.5

GLCE

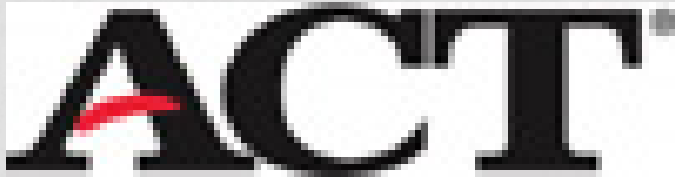
Algebra I CE

Geometry CE

Algebra II CE

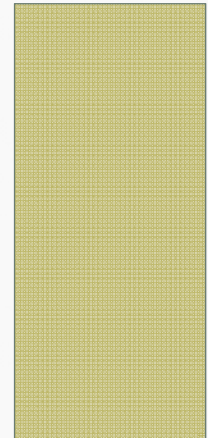
PREDICTIVE ASSESSMENTS

Data Points



WHAT IS THE RELATIONSHIP BETWEEN THE ACT & MME?

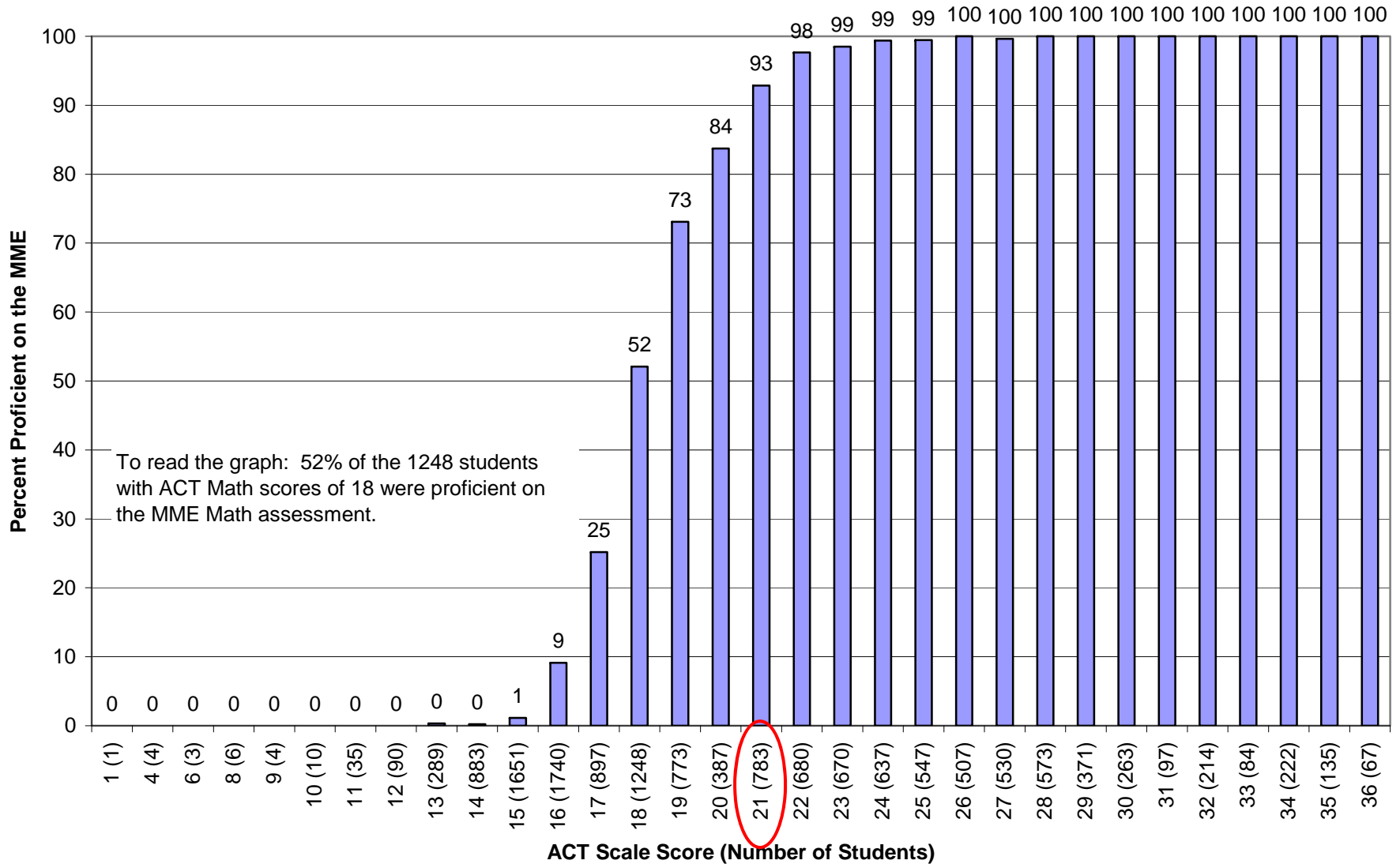
SPRING 2009 11TH GRADE RESULTS



What percent of students with each ACT scale score met standards on the MME?

Math

ACT Mathematics with MME Mathematics

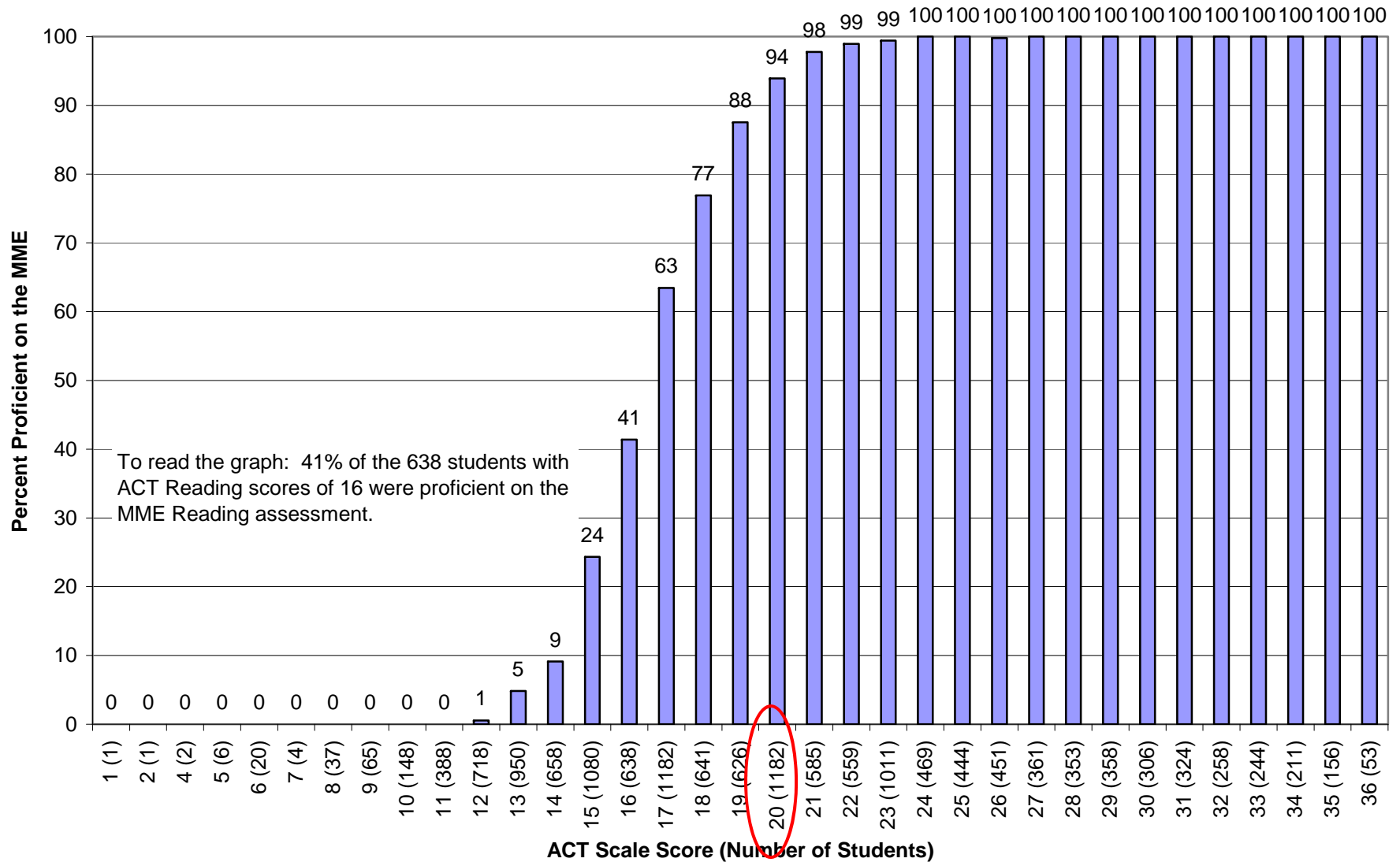


41% of the items on MME Math come from the ACT.

What percent of students with each ACT scale score met standards on the MME?

Reading

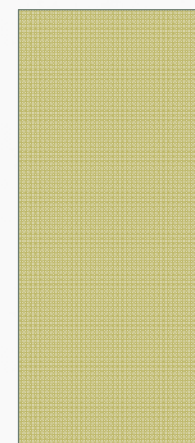
ACT Reading with MME Reading



85% of the items on MME Reading come from the ACT.



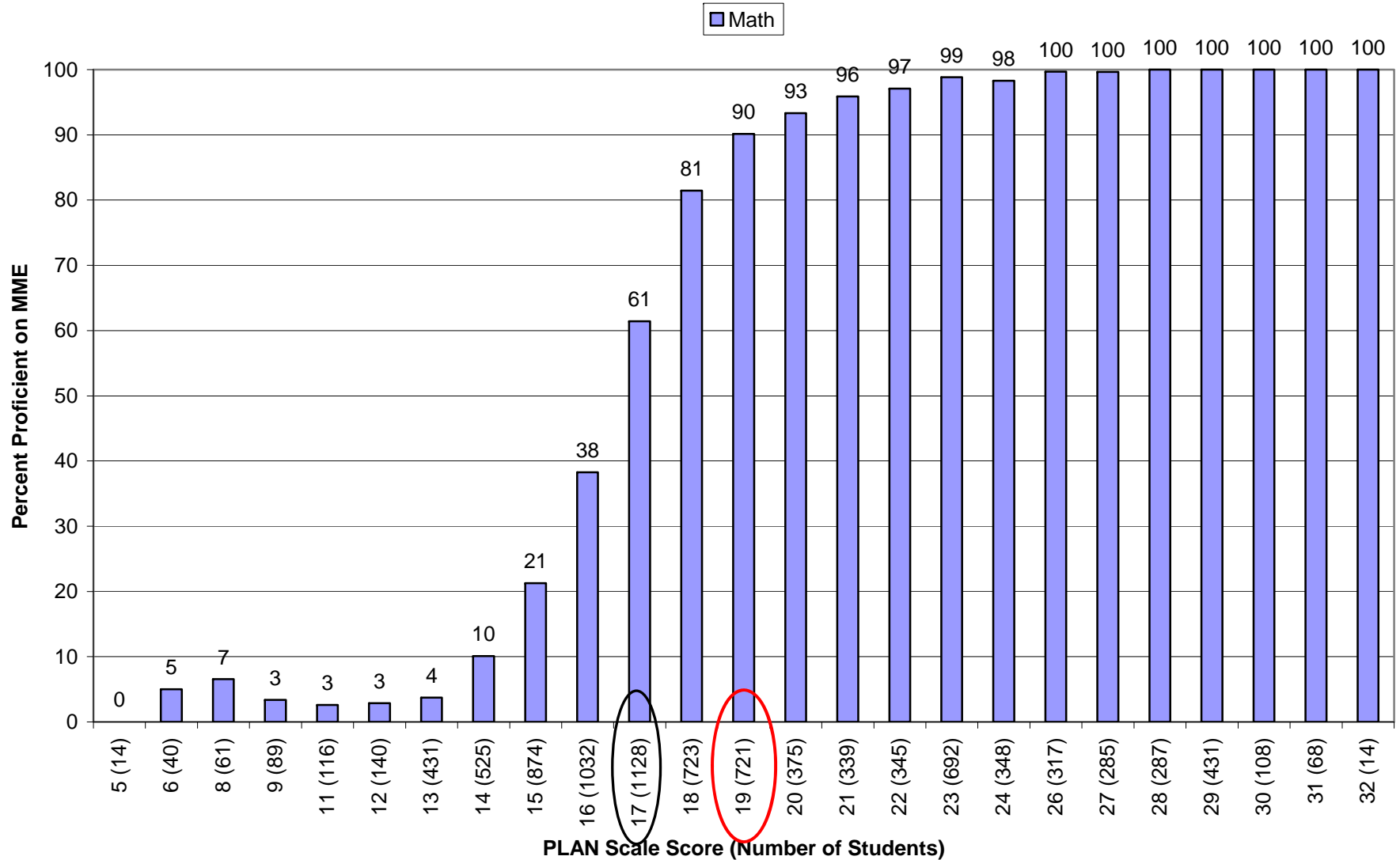
THE RELATIONSHIP
BETWEEN PLAN AND MME



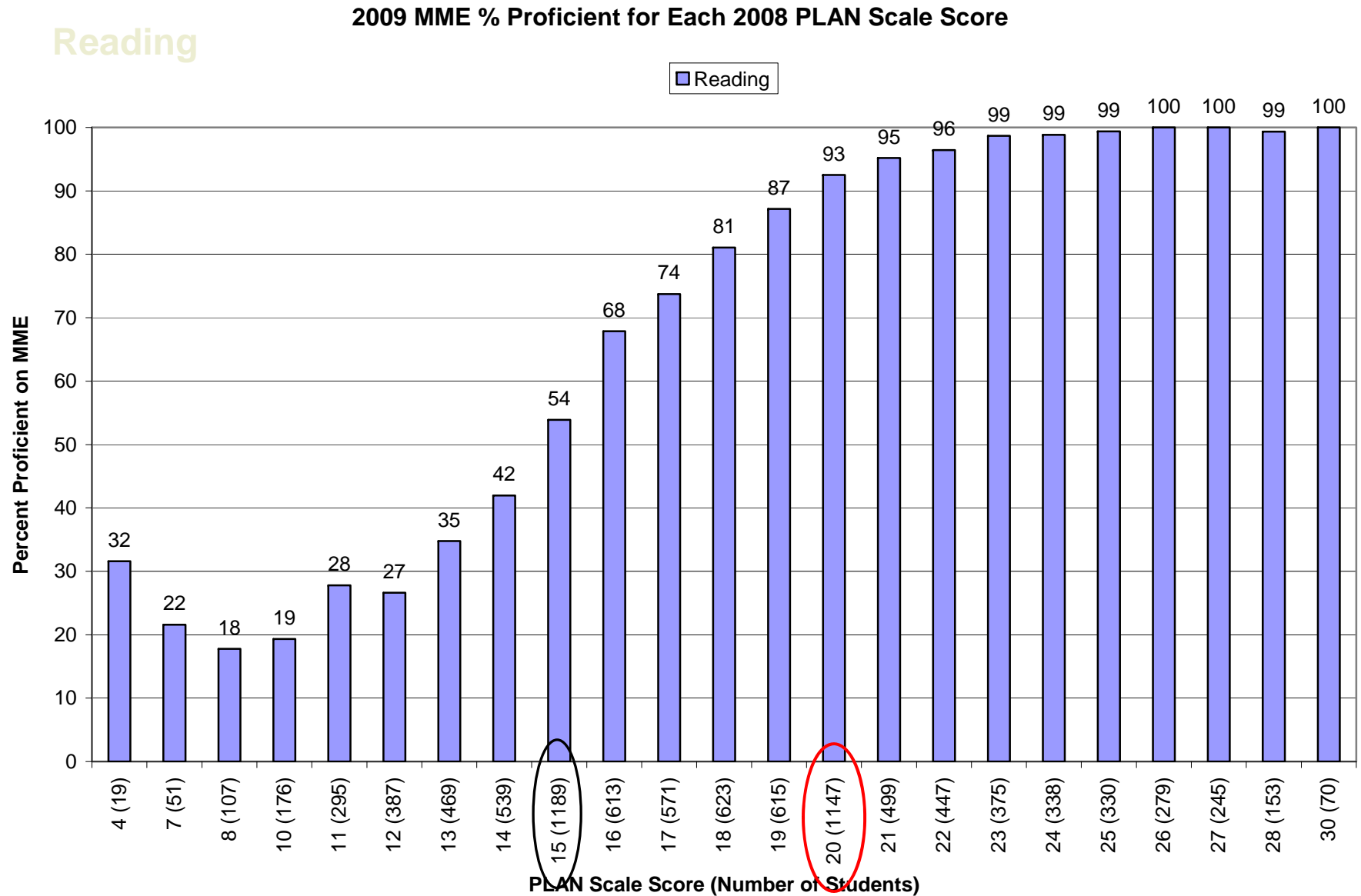
What percent of students with each **PLAN** scale score met standards on the MME?

Math

2009 MME % Proficient for Each 2008 PLAN Scale Score



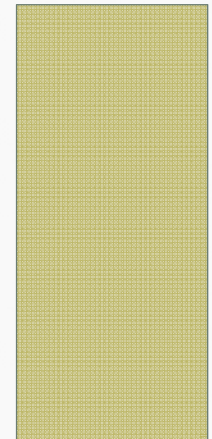
What percent of students with each **PLAN** scale score met standards on the MME?



EXPLORE[®]



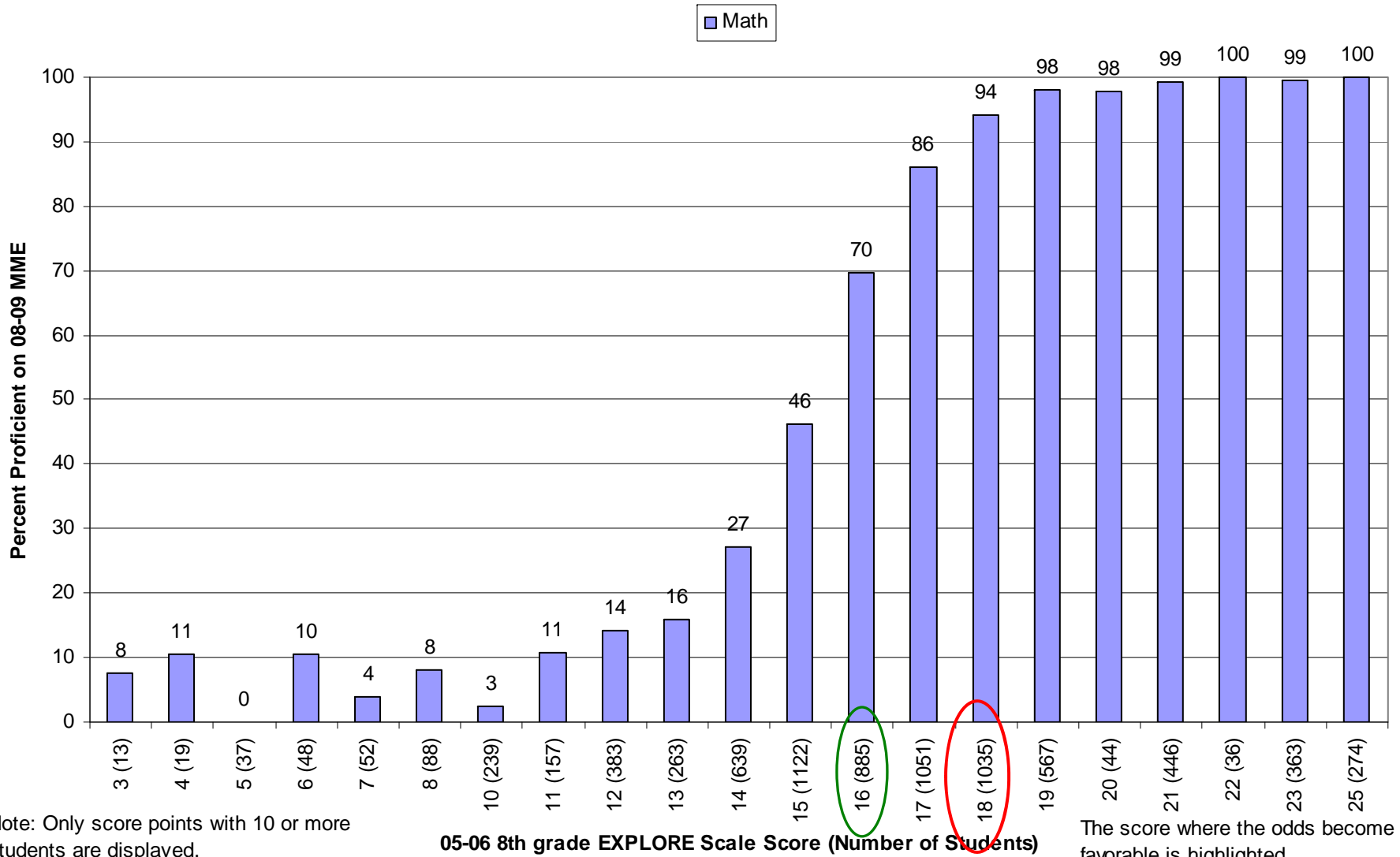
THE RELATIONSHIP BETWEEN
EXPLORE AND MME



What percent of students with each **EXPLORE** scale score met standards on the MME?

Math

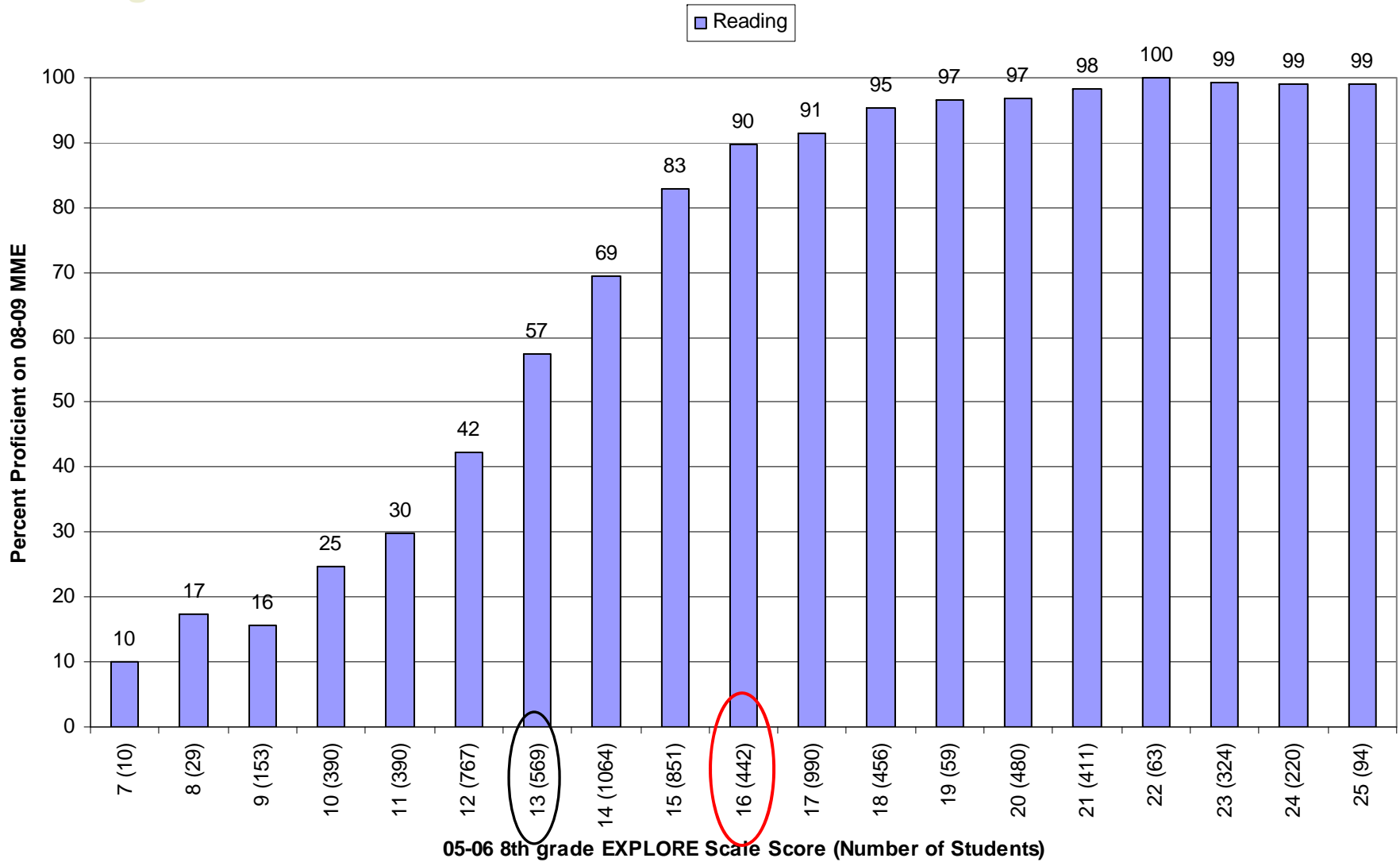
2005-06 8th Grade EXPLORE with 2008-09 11th Grade MME



What percent of students with each **EXPLORE** scale score met standards on the MME?

Reading

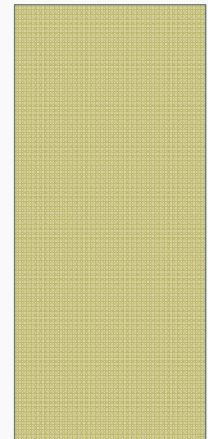
2005-06 8th Grade EXPLORE with 2008-09 11th Grade MME





THE RELATIONSHIP BETWEEN MEAP AND MME

WILL THE SCORES CORRELATE?

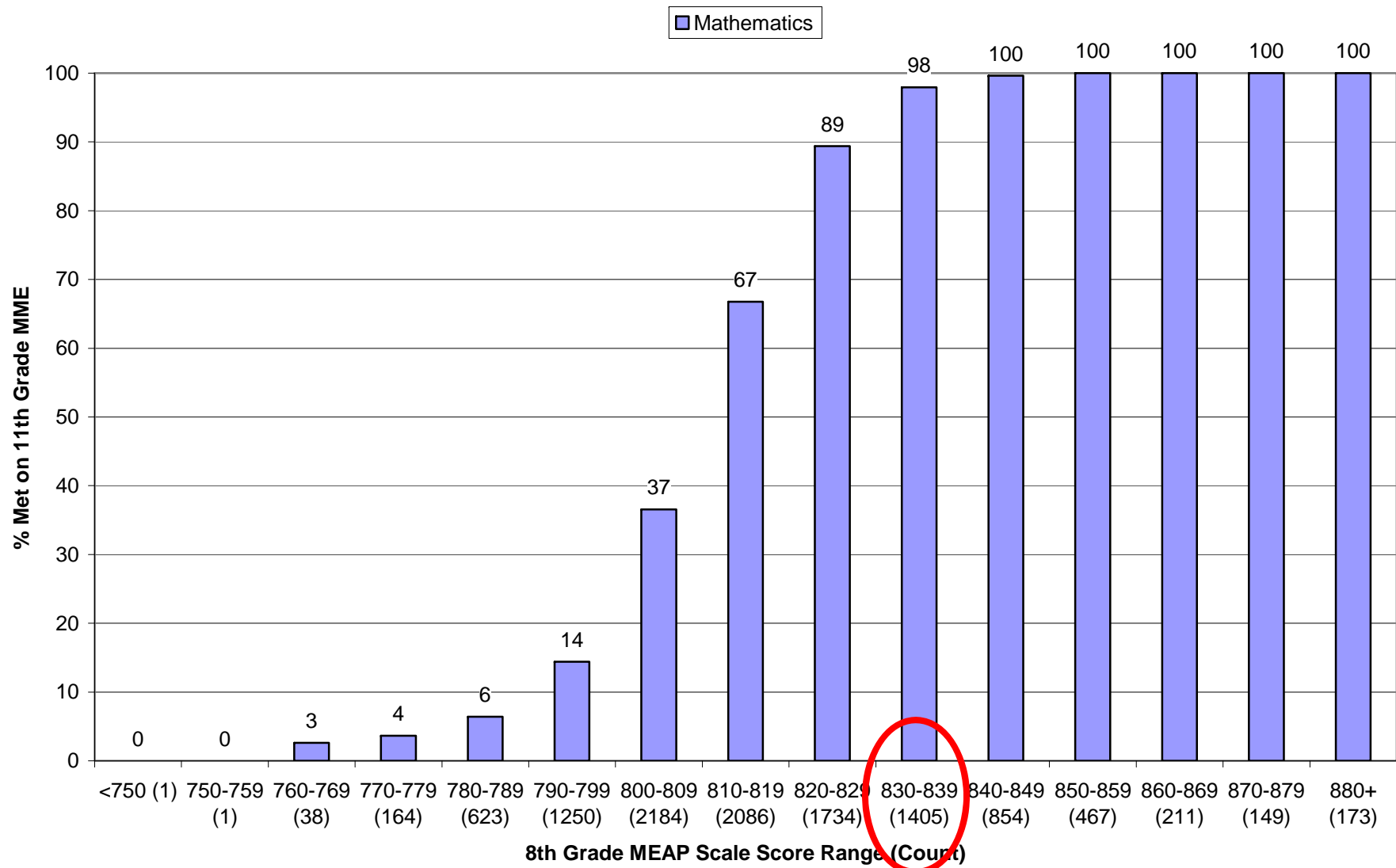


FALL 2006-07 8TH GRADE MEAP
WITH
SPRING 2009-10 11TH GRADE MME

- Based on more than 11,350 Oakland County students who took both tests.

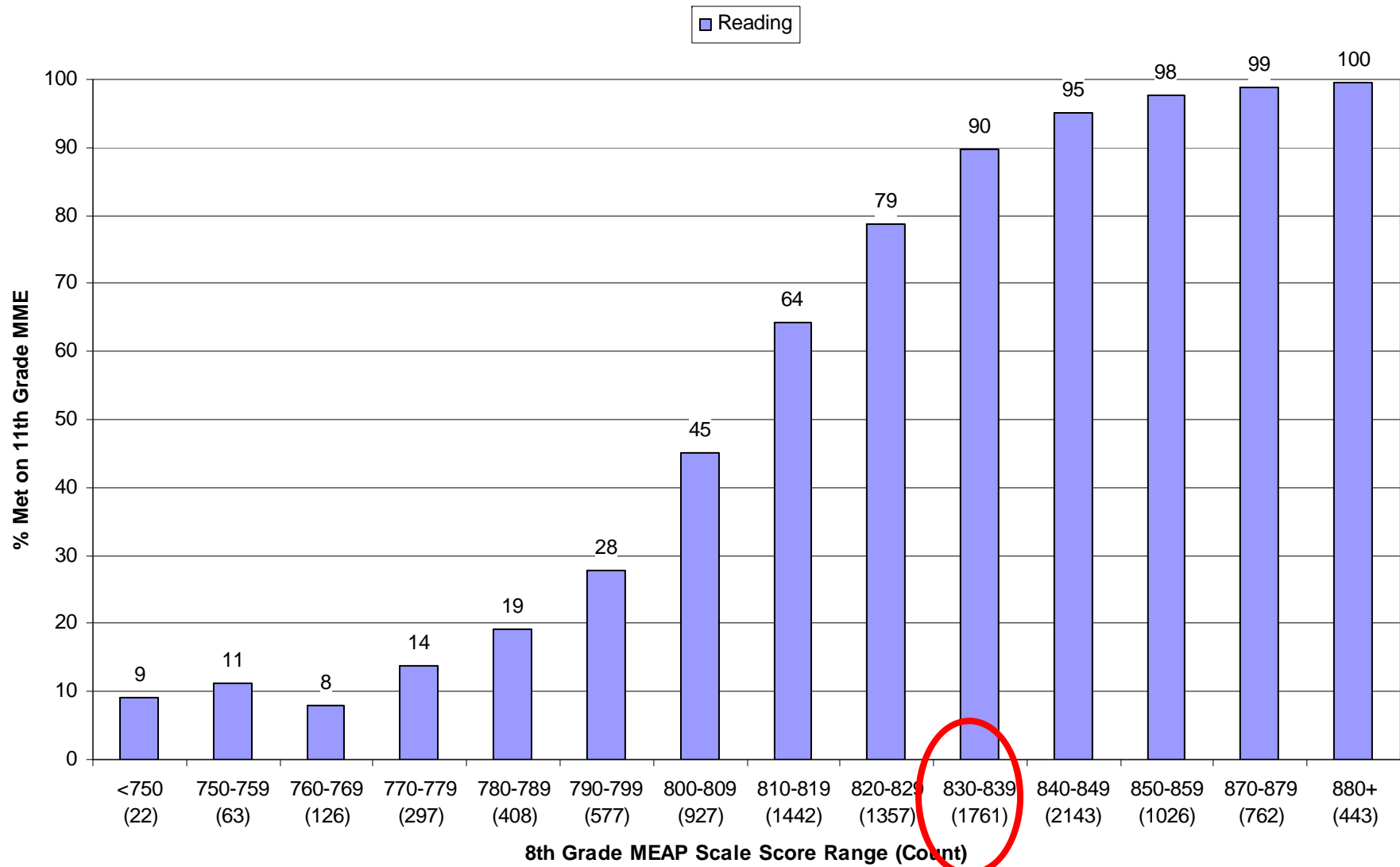
What percent of students in each MEAP scale score range met standards on the MME?

Percent Proficient on Spring 2010 MME by 8th Grade Fall 06 MEAP Range



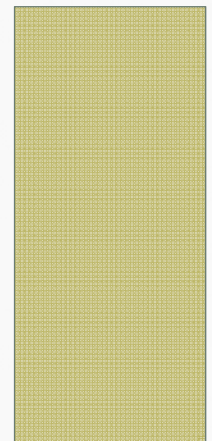
What percent of students in each MEAP scale score range met standards on the MME?

Percent Proficient on Spring 2010 MME by 8th Grade Fall 06 MEAP Range



CHANGE IN CUT SCORES

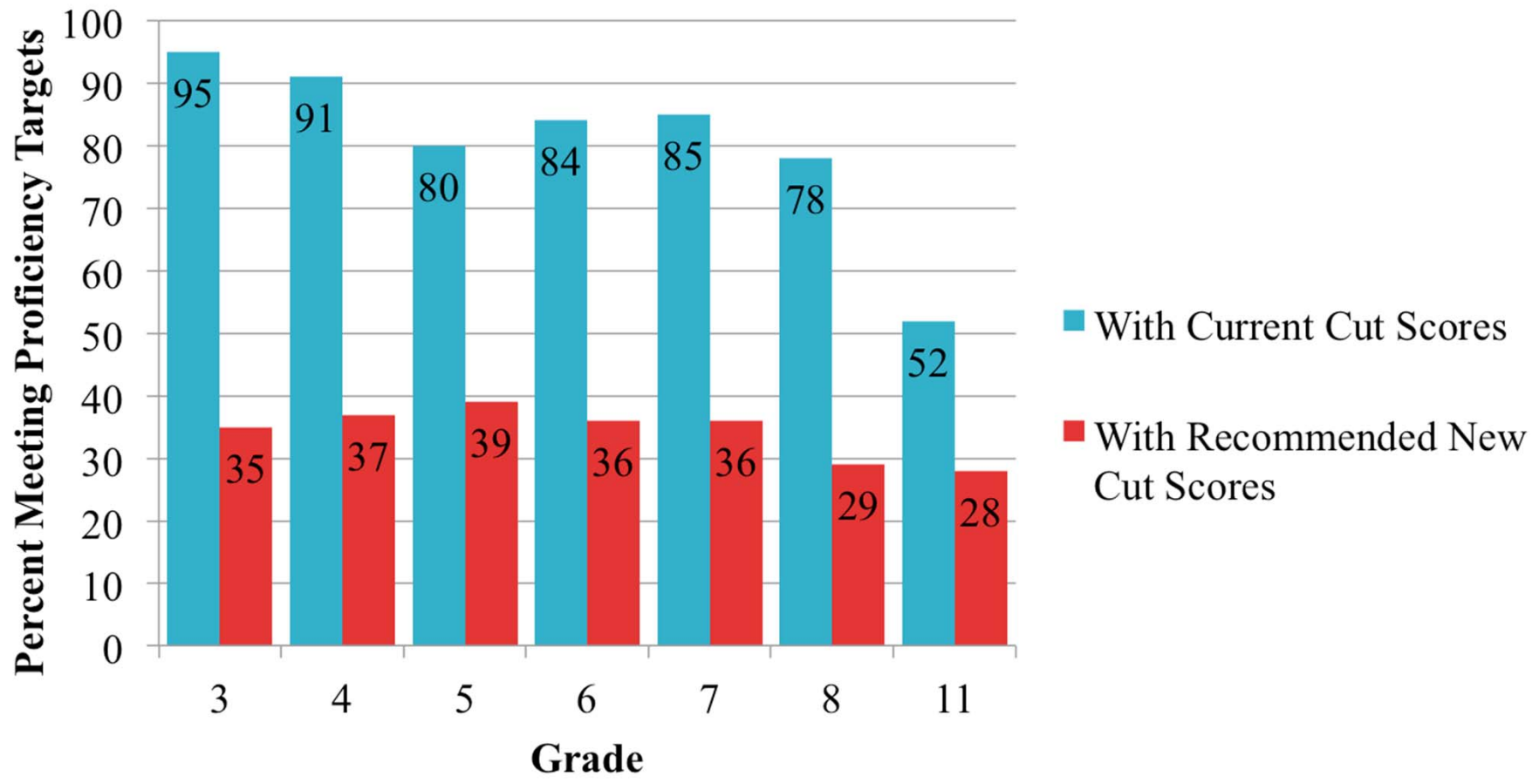
A MORE ACCURATE REFLECTION OF ACHIEVEMENT



NEW CUT SCORES FOR MEAP AND MME MATHEMATICS

Grade	Partially Proficient	Proficient	Advanced
11	1093	1116	1138
8	809	830	865
7	714	731	776
6	614	629	675
5	516	531	584
4	423	434	470
3	322	336	371

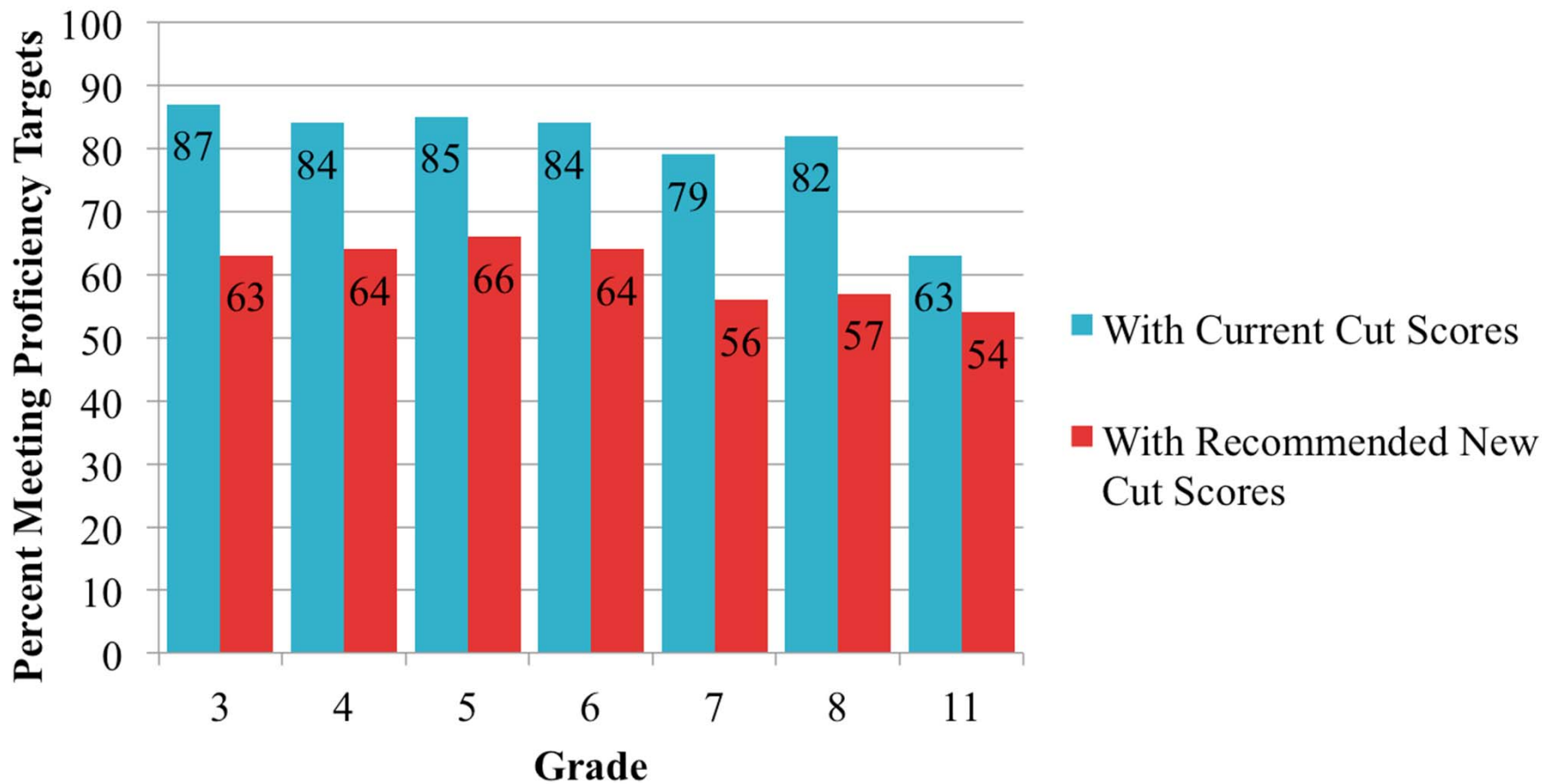
MATHEMATICS PASSING RATES (WITH PREVIOUS AND NEW SCORES)



RECOMMENDED CUT SCORES FOR MEAP AND MME READING

Grade	Partially Proficient	Proficient	Advanced
11	1081	1108	1141
8	796	818	853
7	698	721	760
6	602	619	653
5	501	521	565
4	395	419	478
3	301	324	364

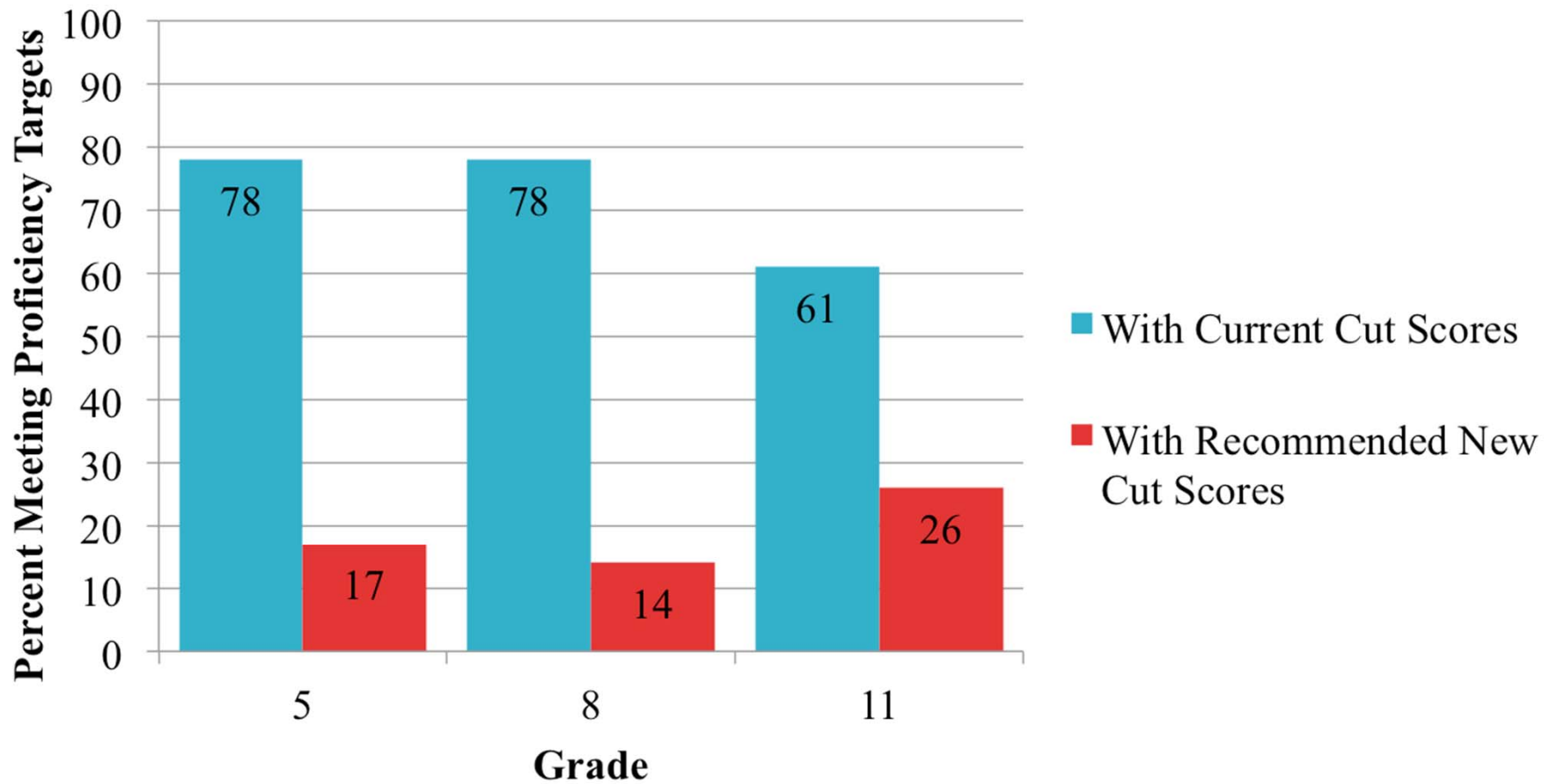
READING PASSING RATES (WITH PREVIOUS AND NEW CUT SCORES)



RECOMMENDED CUT SCORES FOR MEAP AND MME SCIENCE

Grade	Partially Proficient	Proficient	Advanced
11	1106	1126	1144
8	826	845	863
5	526	553	567

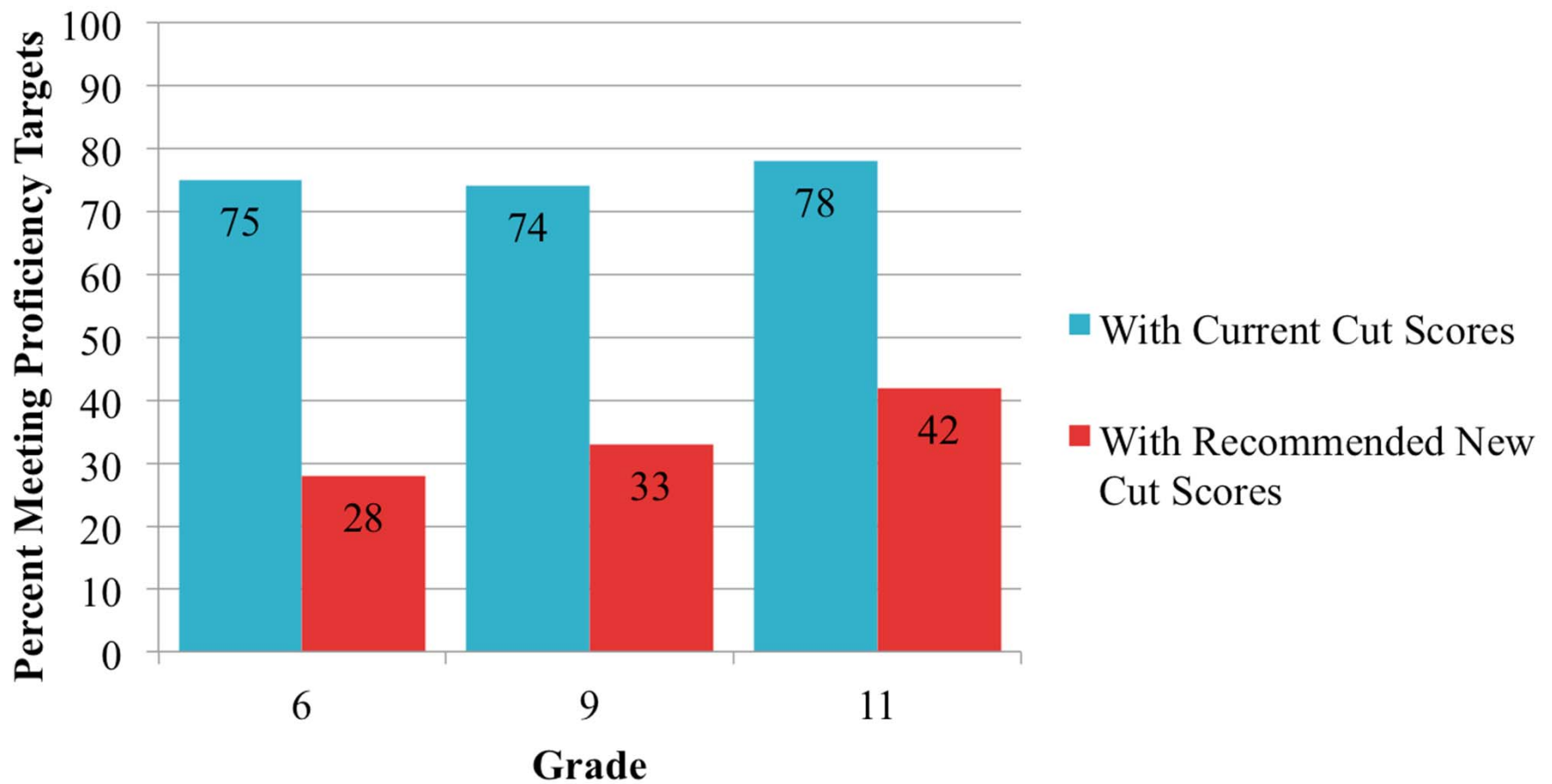
SCIENCE PASSING RATES (WITH PREVIOUS AND NEW CUT SCORES)



NEW CUT SCORES FOR MEAP AND MME SOCIAL STUDIES

Grade	Partially Proficient	Proficient	Advanced
11	1097	1129	1158
9	899	928	960
6	593	625	649

SOCIAL STUDIES PASSING RATES (WITH PREVIOUS AND NEW CUT SCORES)



TESTING TO TEST?

- If you know that Explore and Plan can provide an “early warning” to help remediate students and curriculum...what are you going to do about it?



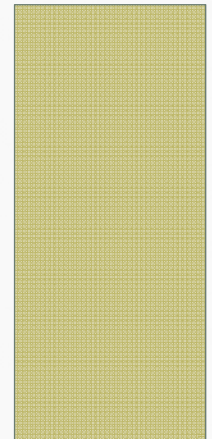
Class of 2012 Linkage (Current 11 th)	2008-09 EXPLORE AVERAGES (9 th Grade)	2009-10 PLAN AVERAGES (10 th Grade)	RHS 2010-11 ACT AVERAGES (11 th Grade)
English	16.9 (14)	18.9 (15)	21.6 (18)
Math	18.0 (18)	20.6 (19)	22.3 (22)
Reading	16.7 (16)	19.1 (17)	21.8 (21)
Science	18.5 (20)	20.5 (21)	22.1 (24)
Composite	17.6	19.9	22.1

WHAT CAN WE DO TO RAISE OUR SCORES?

- Quality teachers and a rigorous curriculum have the greatest impact. There is no substitute for quality instruction in the classroom.
- Use data for over all school improvement and to assist individual students.
 - Revisiting curriculum/instruction
 - Integrate targeted ACT prep activities and remediation
- Interventions
- Stakeholder Involvement

ITEM RESPONSE SUMMARY REPORTS

ESSENTIAL REPORT FOR DATA ANALYSIS



ITEM RESPONSE SUMMARY REPORT

- Describes the item-by-item performance of your students.
- Determine your students' academic strengths and weaknesses relative to the skills and knowledge measured by the test items, and address apparent weaknesses at the content area level.

ITEM RESPONSE SUMMARY REPORT

- percentage who selected the correct response to each item
- percentage who selected each incorrect response
- percentage who did not answer the item
- the average percentage who responded correctly to the items in each content area

Report Group: 8TH GRADE
 Reference Group: FALL 8TH GRADE
 Total students in report group: 12257

Code 00230000
 OAKLAND SCHOOLS

Administration Date: 05-2009

TABLE 2: Item-Response Summary for Math

Item Number	Percent of report group selecting each option, by response position. Asterisks mark correct responses.						REFERENCE group percentage correct	Percentage difference (report group minus reference group percentage correct)			Item Number
	A / F	B / G	C / H	D / J	E / K	Omit		Report group responded correctly Less often	As often	More often	
Pre-Algebra											
1	0%	1%	1%	1%	*95%	0%	95%		0		1
2	18%	5%	*66%	8%	1%	0%	63%		3		2
4	0%	11%	0%	*76%	10%	0%	75%		1		4
8	10%	15%	*59%	9%	4%	0%	61%		-2		8
9	*52%	11%	18%	6%	10%	0%	56%		-4		9
12	26%	*38%	15%	10%	8%	0%	32%		6		12
23	9%	12%	18%	*37%	20%	1%	34%		3		23
24	17%	15%	*42%	16%	6%	2%	32%			10	24
25	5%	11%	16%	17%	*46%	2%	38%		8		25
29	22%	25%	14%	*21%	11%	5%	18%		3		29
Avg. %Correct	53%						50%				
Elementary Algebra											
5	1%	1%	2%	19%	*73%	0%	78%		-5		5
6	9%	4%	7%	0%	*77%	0%	70%		7		6
7	8%	5%	*70%	3%	1%	0%	70%		0		7
14	7%	5%	6%	5%	*74%	0%	65%		9		14
17	7%	9%	3%	*75%	4%	0%	58%			17	17
18	5%	*70%	12%	7%	3%	0%	69%		1		18
22	*46%	10%	12%	20%	8%	1%	43%		3		22
28	6%	11%	15%	*35%	16%	4%	30%		5		28
30	21%	*29%	21%	13%	7%	6%	25%		4		30
Avg. %Correct	61%						56%				
Geometry											
3	85%	2%	4%	2%	5%	0%	82%		3		3
13	6%	4%	10%	*62%	15%	0%	61%		1		13
16	4%	7%	*64%	13%	9%	0%	54%			10	16
19	13%	*50%	11%	17%	6%	0%	41%		9		19
20	8%	*56%	9%	19%	4%	1%	48%		8		20
26	*33%	14%	16%	25%	5%	3%	27%		6		26
27	*32%	22%	8%	11%	21%	3%	25%		7		27
Avg. %Correct	55%						48%				
Statistics/Probability											
10	1%	*82%	11%	1%	2%	0%	85%		-3		10
11	8%	12%	*63%	11%	3%	0%	61%		2		11
15	14%	*63%	6%	3%	10%	0%	61%		2		15
21	*68%	9%	7%	8%	4%	1%	54%			14	21
Avg. %Correct	69%						65%				

ITEM ANALYSIS WORKSHEET

- GOAL: Isolate 7-8 items of strength and 7-8 items of weakness.
- Determine the appropriate percentage to isolate 7-8 items on each side. Complete the worksheet.
- Look at the test booklets and the actual items, why do you think the kids did well on the 7-8 strength items? Why do you think the kids struggled on the 7-8 items of weakness?

T CHART

Math

EXPLORE

PLAN

STRENGTHS

WEAKNESS

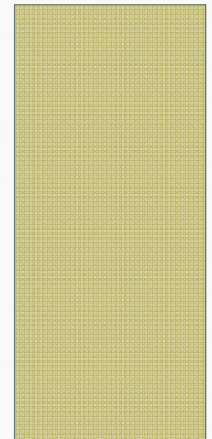
STRENGTHS

WEAKNESS

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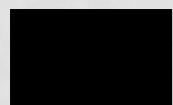
INSTRUCTIONAL DATA

LINKING INSTRUCTION TO THE TEST ITEMS



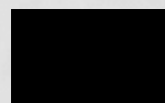
EXPANDING OUR CHARTS

Strengths



Fractions unlike
denominator
Beginning of test

Challenges



Confused X Y
Coordinate
End of test

LINKING IT TO CLASSROOM INSTRUCTION

Strengths



When /
where
taught?

**Instructional
Strategies
Processes**

LINKING IT TO CLASSROOM INSTRUCTION

Challenges	When / where taught?	Instructional Strategies Processes
<ul style="list-style-type: none">■■■		

REVISIT IN AUGUST

- Spend ½ of a day reviewing the charts and planning for the current school year based on identified targets.
- Teachers meet in core course groups to create activities to address our weaknesses.
- Revisit these areas and spend time creating remediation assignments.

REMEDIATING INDIVIDUAL STUDENTS

Provide teachers with data packets that contain lists of their current students divided by:

- Above the College Readiness Benchmark
- At the College Readiness Benchmark
- Below the College Readiness Benchmark

STUDENT REMEDIATION CONT.

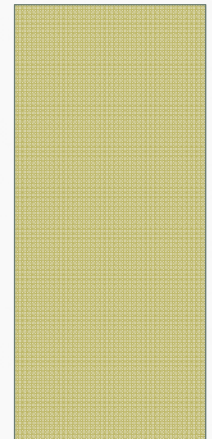
- Teachers make predictions about their current students.
- Teachers independently study their scores and adjust their instruction/accommodations accordingly.
- Teachers collectively look at results and share ideas.

CONTINUOUS IMPROVEMENT

- Revisit of SIP Goals
- Gap Statement
- Collection of support data and artifacts
- Recommit to the goals of the mission/vision

USING EPAS TO MEASURE STUDENT GROWTH

STUDENT GROWTH TARGETS



COLLEGE READINESS



**How Much Growth toward College
Readiness Is Reasonable to Expect in
High School?**

COLLEGE READINESS AND GROWTH

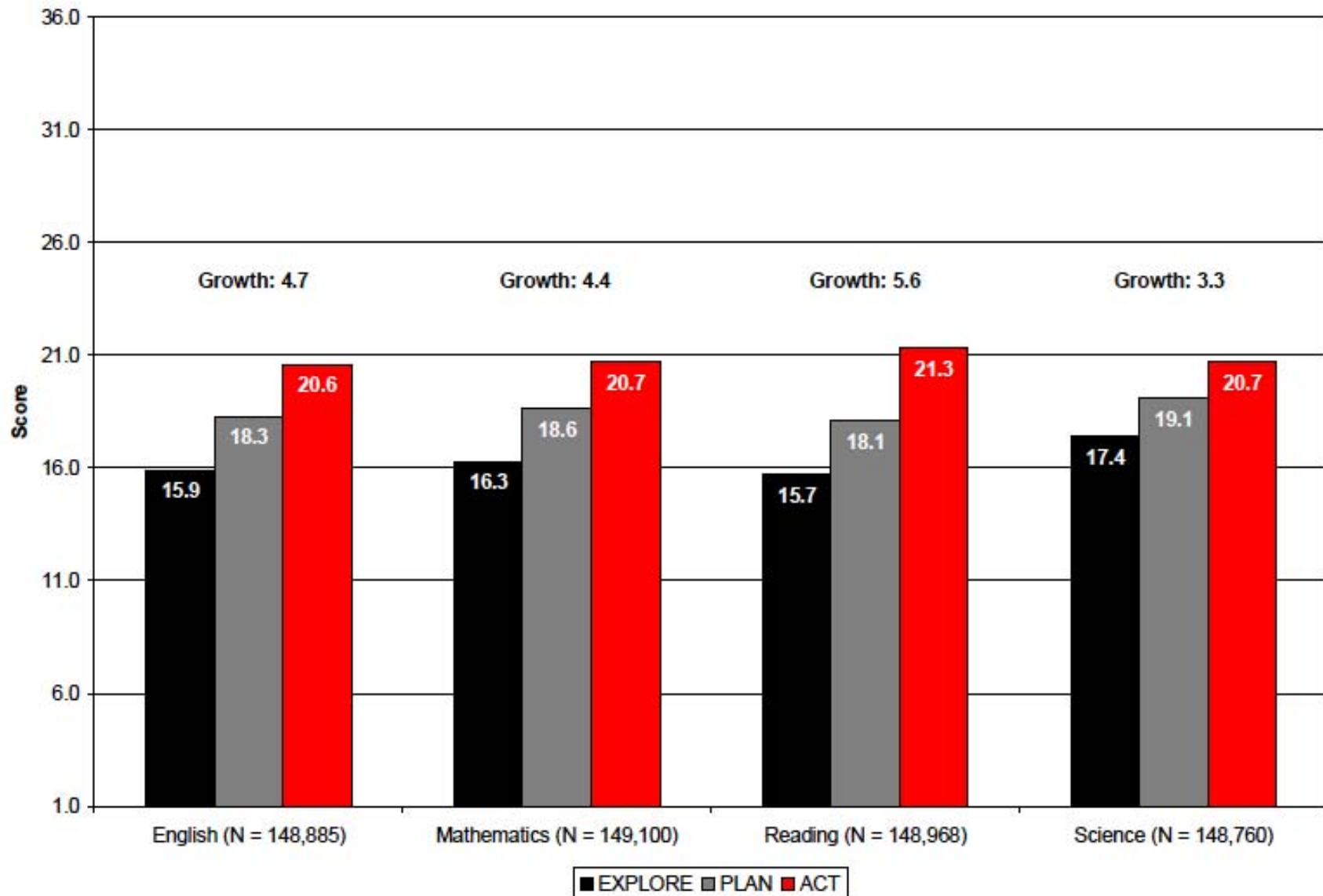
Essential Questions:

- How much growth in academic achievement typically occurs during high school?
- Can growth be accelerated so that more students are ready for college and career when they graduate from high school?

THE STUDY...

- Figure 1: Achievement Growth between 8th and 12th grades, per content area.
- Do growth rates differ depending on the degree to which students are on target to becoming college and career ready?

Figure 1: Average Growth in Achievement between Eighth and Twelfth Grades



THE STUDY...

- Figure 2 (page 3)

English:

Off Target Students: 9.2, 12.9, 13.0 = 3.8

Nearly On Target: 11.6, 14.9, 15.5 = 3.9

On Target: 17.4, 19.5, 22.4 = 5.0

Figure 2a: English

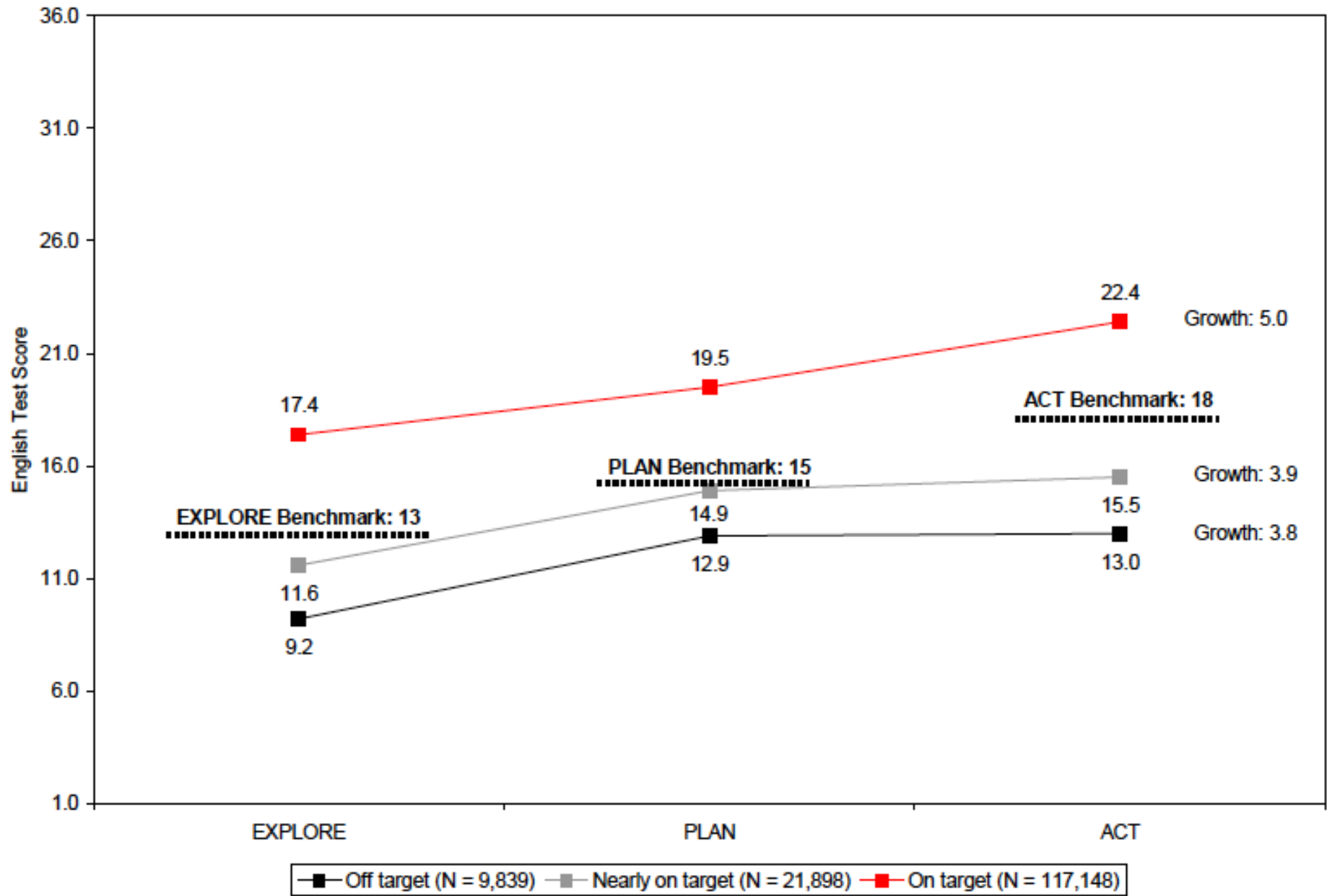
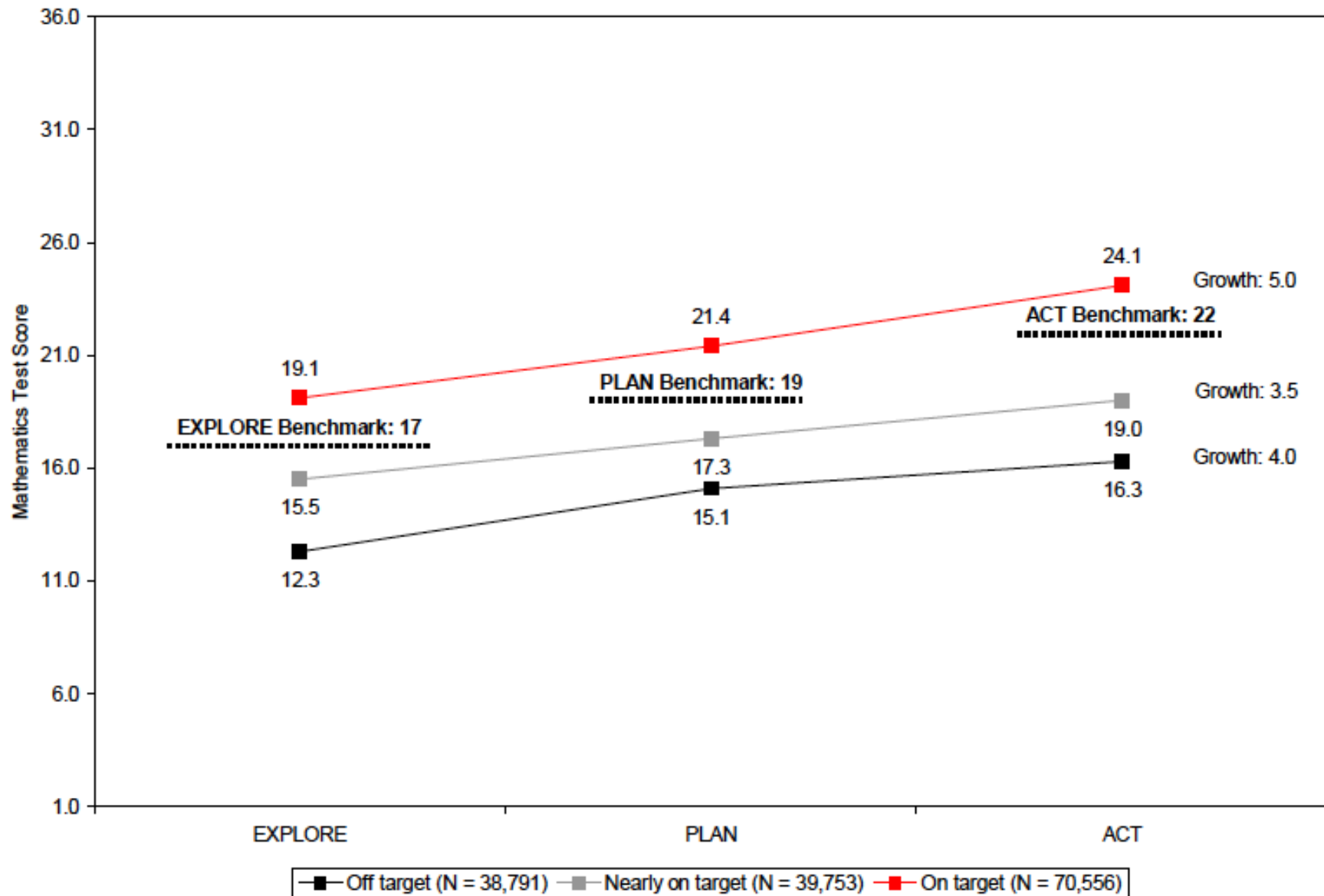


Figure 2b: Mathematics



STUDY RESULTS

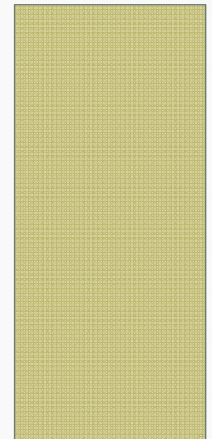
- Average growth was greatest for the group of students who were on target for college and career readiness in 8th grade.
- Students who were on target in eight grade demonstrated more growth between PLAN and ACT than did either of the other two groups.

STUDY RESULTS

- The group of students who were on target for college and career readiness in 8th grade *were the only students who stayed on target in 10th grade and went on to become ready for college-level work by high school graduation.*

STAKEHOLDER INVOLVEMENT

INCLUDING STUDENTS AND PARENTS



STUDENT OWNERSHIP

- Counselors review the basic info(pg.2/3)
- Content Teachers review their specific sections of the test
- Students record their own strength/weakness t-charts
- Results are also mailed home (order an extra set of results from ACT)



EXPLORE[®]

Your Score Report

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

Score Range (1-25)	Percent of students scoring at or below your score	In the U.S. (Fall 8th)							In Your School	In Your State
		1%	10%	25%	50%	75%	90%	99%		
Composite Score 15	61%								72%	
English 14	59%								65%	
Usage/Mechanics (1-12) 07	48%								59%	
Rhetorical Skills (1-12) 07	63%								67%	
Mathematics 17	75%								87%	
Reading 14	64%								72%	
Science 16	60%								67%	



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 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.

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

Educational Plans

Apprenticeship or OJT

Career Area Preference

Natural Science & Technologies

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

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, Nurse Practitioners are registered nurses with advanced education. They diagnose and treat health problems.

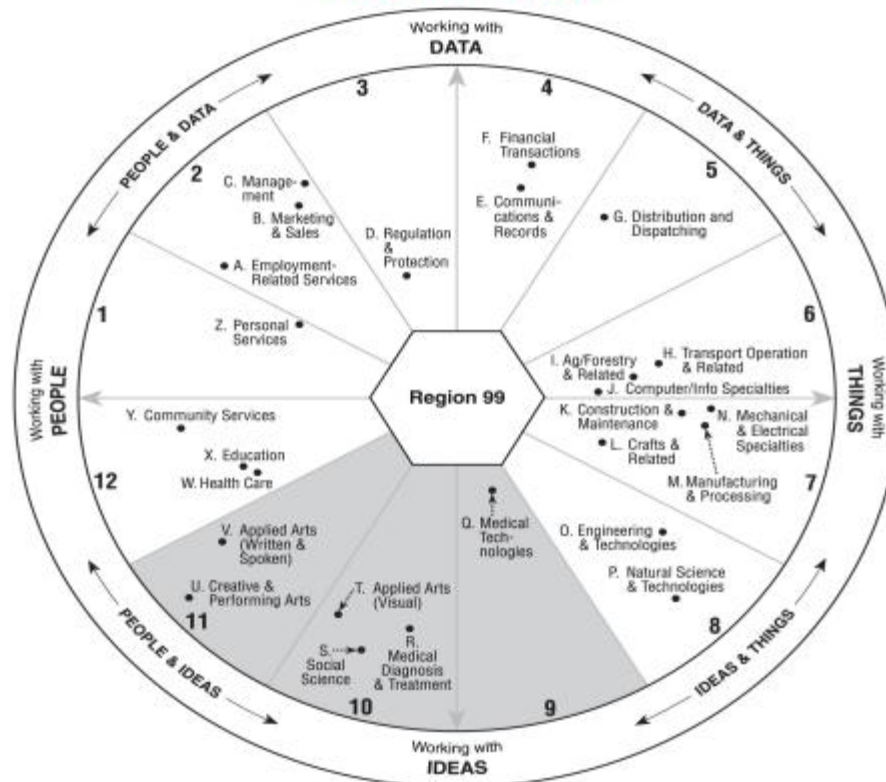
STEP 3: Exploring Career Options

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.

World-of-Work Map



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

Information for Counselors

Scores: R6 I8 A6 S6 E5 C5
%Like, Indifferent, Dislike: 43—22—35

Your Skills

More Info at www.explorestudent.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.

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
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				

English

Content Areas

Topic Development

Organization

Word Choice

Sentence Structure

Usage

Punctuation

To improve your skills you can:

- 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
- 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
- read papers out 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 *bummer*) by reading different kinds of writing
- learn to recognize and fix run-on sentences and sentence fragments, practice combining short sentences
- 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
- 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.”

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

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
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	B	A		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	D		27	D	+					
14	H	+		28	J	G					

Mathematics

Content Areas

Basic Operations

Probability

Numbers: Concepts and Properties

Expressions, Equations, and Inequalities

Graphical Representations

Properties of Plane Figures

Measurement

To improve your skills you can:

- 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)
- 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)
- research, and discuss with others, the uses of number sequences (for example, Fibonacci, arithmetic, geometric)
- 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 $(3h + 8k) - (5h - 2k) = -2h + 10k$
- practice solving two-step equations such as $2x - 18 = -32$; $2x = -14$; $x = -7$
- 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
- 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)
- quiz yourself and practice using the basic area and perimeter formulas for various polygons

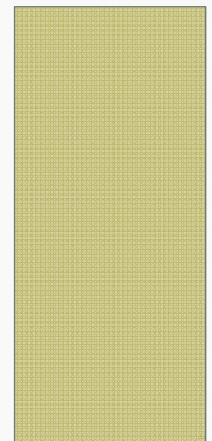
- You correctly answered 18 out of 30 questions.
- You omitted 0 question.
- You incorrectly answered 12 questions.

PARENT INVOLVEMENT

- Explore/Plan parent night (in May)
 - Principal reviews the EPAS pattern and how the results serve as an “early warning system”
 - Counselor explains the result sheet and what colleges are looking for
 - Stress the importance of targeted remediation...not just “ACT prep”

THE FUTURE OF CURRICULUM AND ASSESSMENT

COMMON CORE & SMARTER BALANCED



THE FUTURE OF HIGH STAKES TESTING?

- Michigan is a member of the **Smarter Balanced Assessment Consortium**- GOAL: All Assessments online by 2015.
- Aligned to the **Common Core** and created for ELA and Math...Science in development.
- MDE is developing a number of interim assessments.
- What will happen to Explore, Plan and ACT?

ASSESSMENT AND ACCOUNTABILITY?

- In addition to the work being done by the Smarter Balanced group...Michigan is piloting a new educator evaluation system that includes a student growth measurement.
- The Michigan Council on Educator Effectiveness pilot is using CAT K-6 and EPAS 7-12.
- What will happen? When will decisions be made?

College
and Career
Readiness

Borrowing Test Items

EXPLORE[®]

Sample Test Order Form

PLAN[®]

ITEM NUMBER	ITEM DESCRIPTION	PRICE	QUANTITY	TOTAL PRICE
0220U4110	EXPLORE Sample Test 02B (package of 25)	\$19.00/pkg		
0220U4110	EXPLORE Sample Test 02B (single copy)	\$ 6.00/ea		
0220U6110	EXPLORE Sample Test Scoring Guide for Form 02B	\$ 0.00		
023055110	PLAN Sample Test 29A (package of 25)	\$19.00/pkg		
023055110	PLAN Sample Test 29A (single copy)	\$ 6.00/ea		
023057110	PLAN Sample Test Scoring Guide for Form 29A	\$ 0.00		
			Total Materials Cost	
			Tax	
			TOTAL AMOUNT DUE	

Sales Tax and Payment Information:

College and Career Readiness

Resources



The ACT Test

Education

Workforce

International

Research

search



EXPLORE®

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Resources for Educators

Student Materials

- [Career Exploration with EXPLORE](#) (PDF; 15 pages, 229KB)
- [EXPLORE Sample Student Score Report](#) (PDF; 2 pages, 1,430KB)
- [EXPLORE Test Content and Sample Test Questions](#) (PDF; 14 pages, 83KB)
- [Using Your EXPLORE Results](#) (PDF; 16 pages, 656KB) | [Spanish Version](#) (PDF; 16 pages, 697KB)
- [Why Take EXPLORE?](#) (PDF; 2 pages, 127KB) | [Spanish Version](#) (PDF; 2 pages, 135KB)

General Program Materials

- [Access the Contents of the PLAN/EXPLORE CD: Extract & Import Files to Excel](#) (PDF; 7 pages, 113KB)
- [College and Career Readiness System at a Glance](#) (PDF; 2 pages, 106KB)
- [EXPLORE Interpretive Guide for Student and School Reports](#) (PDF; 12 pages, 148KB)
- [EXPLORE Student Record Layout](#) (PDF; 8 pages, 250KB)
- [EXPLORE Technical Manual](#) (PDF; 72 pages, 835KB)
- [Guide for Interpreting Your EXPLORE Item-Response Summary Report](#) (PDF; 4 pages, 48KB)
- [Let's Go to College Poster](#) (PDF; 1 page, 144KB)
- [Your Guide to EXPLORE](#) (PDF; 20 pages, 4.7MB)

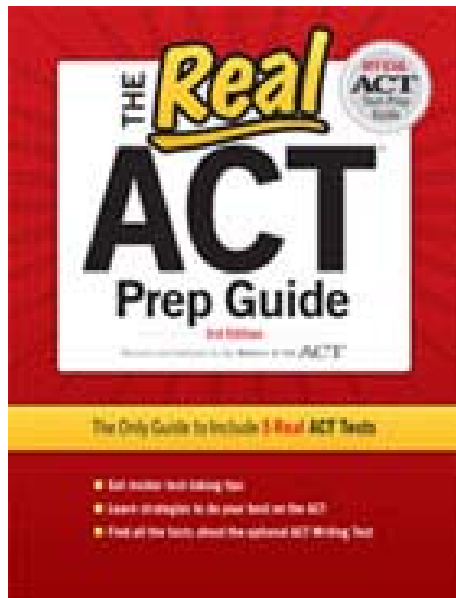
PowerPoint

- [Interpretive Visuals](#) (12.4MB)

Video

- [For Counselors](#) (Run time 5:16)
- [For School Administrators](#) (Run time 6:41)

Borrowing Test Items



\$30.95 from ACT

*Go to Amazon.com
and get it for ½!*

DID WE ACHIEVE OUR LEARNING TARGETS?

- Look at the connection between District and School Improvement Goals.
- Identify how Explore and Plan results can help to focus SIP Goals.
- Discuss ways to include all school stakeholders in the SIP process.
- QUESTIONS?

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