



Interpretive Guide for ACT Aspire[™] Summative Reports



Contact Information

If you have any questions about this guide or the ACT Aspire reports, call ACT Aspire™ Customer Service 1.888.802.7502, 6:00 a.m.–7:30 p.m. (CT), Monday through Friday, or email ACTAspire_Implementation@ACTAspire.org.

References

Publication	Web Address
Psychometric Technical Manual	coming fall 2014
ACT Aspire Summative Sample Report Prototypes	
Customer Student Performance File (SPF) Layout Explanation	
ACT Aspire Portal User Guide	
ACT Aspire Accessibility User's Guide	www.actaspire.avocet.pearson.com
ACT Aspire Exemplar Test Questions	
Test Coordinator Manual	
Room Supervisor Manuals	
How to Access Your ACT Aspire Reports PowerPoint Voiceover	
Introduction and Overview of the ACT Aspire Summative Assessment System Video	www.actaspire.tms.pearson.com
Student Reports Video (for educators)	
Educator/Group Reports Video	
School, District, and State Reports Video	
Understanding Your ACT Aspire Results Student Reports Video (for students and parents)	www.discoveractaspire.org
ACT Aspire Portal	www.actaspire.org
TestNav	www.tn.actaspire.org

© 2014 by ACT, Inc. All rights reserved. ACT Aspire™ and ACT National Career Readiness Certificate™ are trademarks, and ACT®, ACT Explore®, ACT Plan®, ACT National Curriculum Survey®, and ACT NCRC® are registered trademarks of ACT, Inc.

Note: This Guide is the copyrighted property of ACT, Inc., and may not be copied or otherwise reproduced without the prior written express permission of ACT, Inc. If you are not the authorized and intended user of these materials, contact ACT Aspire Customer Service immediately at 1.888.802.7502.

Contents

List of Tables ii

List of Figures ii

List of Abbreviations ii

Introduction 1

**Overview of the
ACT Aspire Program** 2

ACT Aspire Scale Score 3

ACT Aspire Benchmarks 4

ACT Readiness Levels 4

ACT Aspire Test Forms 5

ACT Aspire National Norms 5

ACT Aspire Growth Models 5

ACT Aspire Reporting Categories 6

ACT Aspire Reporting Packages 6

**Understanding ACT Aspire
Student Reports** 9

Off-Grade Testing 9

Testing with Accommodations 10

Understanding Your Student Report
Package 10

Understanding Educator/Group Reports 14

Understanding ACT Aspire School
Reports 19

Understanding ACT Aspire District and State
Report Packages 23

ACT Aspire and Standards 24

ACT Aspire Readiness Standards and the ACT
College and Career Readiness Standards 24

ACT Aspire and the Common Core State
Standards in ELA and Mathematics 25

Glossary of Terms 26

General Terms 26

Statistical Terms 26

**Appendix: Career Readiness
with ACT Aspire** 27

The ACT National Career Readiness
Certificate 27

ACT Profile 27

Tables

- Table 1.** ACT Readiness Benchmarks 4
- Table 2.** ACT Aspire reporting categories 7
- Table 3.** Summary of student reporting features 12
- Table 4.** Aggregate reporting features 21

Figures

- Figure 1.** ACT Aspire Current Progress Report 11
- Figure 2.** Additional measures on the student score report 11
- Figure 3.** ACT Aspire Supplemental Scores Report 13
- Figure 4.** Sample student score report illustrating missing scores 14
- Figure 5.** “Proficiency Summary Report” section of the educator/group reports 17

Abbreviations

ACT CCRS	ACT College and Career Readiness Standards
CCSS	Common Core State Standards
ELA	English Language Arts—in ACT Aspire reports, a combined score for English, Reading, and Writing tests.
ACT NCRC	ACT National Career Readiness Certificate
SEM	Standard Error of Measurement
SGP	Student Growth Percentile
STEM	Science, Technology, Engineering, Mathematics—in ACT Aspire reports, a combined score for Science and Mathematics tests.

Introduction

This Interpretive Guide aims to help you understand and effectively use the following ACT Aspire™ score reports: ACT Aspire student report, ACT Aspire educator/group report, ACT Aspire school report, and ACT Aspire district and state reports. Please keep the following cautions in mind:

- The validity of conclusions about student groups depends, in part, on the accuracy of data provided for students at the time of testing (gender, race/ethnicity background, and other personal information), which are not verified by ACT.
- Numerous social, economic, and instructional factors are known to contribute to educational achievement. Relatively few of these factors are represented in these reports. Conclusions about educational programs or policies at your school, based on student achievement, should be supported by information from additional sources.
- In making decisions or drawing conclusions based on differences among groups of students, caution must be employed when the number of students in any group is small. ACT also urges caution when interpreting summary results for groups with fewer than 25 students because of the instability associated with data from small samples. For example, one very low or very high score may overly influence the average scores of 10 students but will have much less effect when included in a group of 100 students. In addition, care should be taken with any information from small groups when group members can be easily recognized and confidentiality is likely to be an issue.
- When sharing ACT Aspire results with others, it's important to identify the population represented by the educator/group or school report. For example, conclusions regarding your entire class are appropriate only if all, or nearly all, of your students participated in the program, or if you have determined that those who took the test are representative of the class as a whole.

Overview of the ACT Aspire Program

ACT Aspire is a vertically scaled modular suite of achievement tests designed to measure student growth in a longitudinal assessment system. By charting a student's growth from the elementary grades through early high school, ACT Aspire expands the assessment of skills in the same five academic areas as the ACT® college readiness assessment: English, mathematics, reading, science, and writing. Higher grade levels of ACT Aspire are directly connected to the ACT and, therefore, offer an empirical bridge to understanding college and career readiness.

The fundamental idea underlying the development and use of these tests is that the best way to determine how well prepared students are for further education and career training is to measure, as directly as possible, the knowledge and skills needed in those settings. ACT conducted a detailed analysis of three sources of information to determine which knowledge and skills should be measured by ACT Aspire. First, ACT studied published state objectives for instruction in grades 3–10. Second, ACT reviewed textbooks on state-approved lists for courses in those same grades. Third, ACT consulted educators in grades 3–10 and at the postsecondary level to determine the knowledge that is prerequisite to successful performance in successive grades up until high school. Information from these sources helped to define a scope and sequence for each of the areas measured by ACT Aspire.

The scale scores for each subject are linked to college and career data through scores on the ACT and the ACT National Career Readiness Certificate™ (ACT NCRC®) program. Empirically based ACT Readiness Benchmarks and ACT College Readiness Benchmarks provide information about whether students are on target for readiness and educational advancement at the appropriate grade/subject levels. To enhance score interpretation, reporting categories for ACT Aspire use the same terminology as the strands of the ACT College and Career Readiness Standards (ACT CCRS) and the Common Core State Standards (CCSS). Some reported scores are unique to ACT Aspire, including a score for Science, Technology, Engineering, and Mathematics (STEM) readiness, a scoring category of Justification and Explanation in mathematics, a Progress with Text Complexity indicator in reading, and a Progress toward Career Readiness indicator.

The ACT Aspire test design includes several item types: selected response (i.e., multiple choice), constructed response, and technology enhanced. Selected-response items offer an efficient, reliable way to sample a wide range of content skills and understandings. Constructed-response tasks require students to explain, justify, critique, create, propose, produce, design, or otherwise demonstrate knowledge and understanding by generating a response. When appropriate, context is provided to reinforce students' practical applications of concepts, theories, principles, and processes. Technology-enhanced items and tasks incorporate computer interfaces to ask questions and pose scenarios that offer an enrichment from traditional paper-based formats. They also present conventional topics in fresh, innovative ways that motivate students. Technology-enhanced items may require students to generate their responses, or they may present students with a wider and more complex set of answer options.

Each subject test also contains a range of item difficulties at varying depths of knowledge appropriate for each grade level. ACT Aspire assessments survey learning progressions from foundational concepts to sophisticated applications. To see exemplar test questions, answer keys, and standards information for each of the subject tests, visit www.actaspire.avocet.pearson.com or www.discoveractaspire.org/assessments.

ACT Aspire Scale Score

For each ACT Aspire test, the number of points earned are counted to obtain a raw score which is then converted to a three-digit scale score. The scale scores for each subject are measured against the ACT Readiness Benchmarks to identify whether students are on target to meet the ACT College Readiness Benchmarks by the time they take the ACT. Three scoring ranges are used for each subject to further identify how student performance relates to the Benchmarks: Ready, Close, and In Need of Support.

In addition, for students who take the English, Reading, and Writing tests, these scores are combined into a three-digit English Language Arts (ELA) score. Scores on the Mathematics and Science tests are combined into a three-digit Science, Technology, Engineering, and Math (STEM) score. Both of these measures indicate an overall status of "Ready" or "Below Readiness" in certain skill sets needed for continued schooling.

For upper-grade students, ACT Aspire provides two additional indicators that are useful for students planning for college or a career. For grades 8 through early high school, there is a three-digit Composite score if a student takes the English, Mathematics, Reading, and Science tests. This Composite score is linked to the ACT NCRC program in order to provide a Progress toward Career Readiness indicator for students in grades 8–10.

Finally, for Early High School (Grades 9–10) tests, ACT Aspire offers predicted subject test and Composite score ranges on the ACT. This allows ninth and tenth graders to determine if they are on target for college readiness as they prepare to take the ACT and plan for college.

ACT Aspire Benchmarks

College and career readiness is the cornerstone for the ACT Aspire system. Table 1 provides the ACT Readiness Benchmarks for all grades and subjects. These benchmarks are aligned with the existing ACT College Readiness Benchmarks. Students who are at and above the benchmarks are on target for college readiness by the time they are in the 11th grade.

Table 1. ACT Readiness Benchmarks

Tested grade	English	Reading	Mathematics	Science	Writing
3	413	415	413	418	428
4	417	417	416	420	428
5	419	420	418	422	428
6	420	421	420	423	428
7	421	423	422	425	428
8	422	424	425	427	428
9	426	425	428	430	428
10	428	428	432	432	428

ACT Readiness Levels

Other than the benchmark score for each subject and grade, additional cut scores are created around the benchmark and can be used to classify students into three performance levels:

- Ready
- Close
- In Need of Support

Students in the *Ready* category have met the ACT Readiness Benchmark and are on target for 50% or higher likelihood of college course success by grade 11; students in the *Close* category scored below but near the ACT Readiness Benchmark, considering the measurement error; and students in the *In Need of Support* category performed substantially below the ACT Readiness Benchmark. ACT Aspire standard score reports will classify students into the three levels given above; however, a finer degree of distinction is added to the Student Performance File (SPF), a data file provided to states, districts, and schools. The Ready level can be divided into Ready and *Exceeding*, resulting in four proficiency levels. Students in the Exceeding category scored substantially above the benchmark and have a much higher chance to be college and career ready.

ACT Aspire Test Forms

Multiple ACT Aspire test forms are developed each year. Despite being constructed to follow the same content and statistical specifications, test forms may differ slightly in difficulty. Equating, the process of making statistical adjustments to maintain score interchangeability across test forms, is used to control for these differences so that scale scores represent the same level of achievement regardless of form.

ACT Aspire National Norms

Like the ACT, ACT Aspire will report three-year rolling norms. In 2014, normative information will be provided using the 2013 special study data and the 2014 operational data. These are national norms, with a broad representation across the country, but they are not nationally representative norms, in that they have not been statistically weighted to match the national distribution of demographics. As more data are built over time, it is possible that these norms will get fine-tuned. In the future, ACT Aspire will be able to offer aggregate norming data related to schools and districts based on continued participation in the ACT Aspire program.

ACT Aspire Growth Models

A number of growth reporting features that allow educators to understand how students are performing and growing over time are available in ACT Aspire. These features provide valuable insight into students' current and predicted achievements.

- *Longitudinal reporting.* ACT Aspire provides longitudinal reporting for each subject area from grade 3 through grade 10. Scores are plotted over time and viewed alongside grade-level-specific ACT Readiness Benchmarks indicating whether students are on target to meet the ACT College Readiness Benchmarks.
- *Student growth percentiles.* ACT Aspire provides student growth percentiles (SGPs) that describe how a student performed compared to students with the same prior year score history. The SGPs range from 1 to 100 and growth is categorized as low ($SGP < 25$), average ($25 \leq SGP \leq 75$), or fast ($SGP > 75$). The SGPs are included in the student performance file and in educator/group reports. The SGPs are developed using quantile regression methods. The reference groups for calculating the SGPs include the tested population nationally. SGPs will measure growth over one-year time intervals (e.g., spring grade 5 to spring grade 6). Like all test scores, SGPs are subject to measurement error. Users should not rely solely on SGPs when assessing how much a student has learned in a subject.
- *Predicted paths.* Predicted score paths will be highlighted on student progress charts, providing predicted score ranges for the next two years. It is expected that at least 50% of students will score within their one-year predicted path, and a larger share will score within their two-year path. For grade 9, ACT Aspire will report predicted grade 10 ACT Aspire score ranges and predicted subject test and Composite score ranges for the ACT. For grade 10, ACT Aspire will report predicted subject test and Composite score ranges for the ACT.
- *Aggregate growth statistics.* Predicted score paths will be highlighted on aggregate current progress charts, providing a predicted mean score for the next year. The percentage of students in each SGP category (low, average, or fast) is also highlighted on educator/group reports. It is also possible to calculate other summary growth measures, such as the median SGP, using the data provided in the Student Performance File.

ACT Aspire Reporting Categories

To provide instructionally insightful and actionable results, student performance is also described in terms of the ACT Aspire reporting categories (see table 2). Score reports describe the percent and number of points students earn out of the total number of points possible in each reporting category. Student performance in each category will also be compared to the scores of students who meet the ACT Readiness Benchmark score (described as the ACT Readiness Range) to infer whether students are on a trajectory toward college and career readiness. Reporting student performance in this way provides meaningful insights into students' areas of strength as well as areas that may need additional attention.

ACT Aspire Reporting Packages

Score Reports

All score reports are made available online or can be printed and shipped for an additional fee. A summary of report packages that ACT Aspire provides and what is included in each is given below.

Student Report Package

Two score reports are made available to students and parents.

- Current Progress Report
- Supplemental Scores Report

Educator/Group Report Package

One report guide and five score reports are made available for educators.

- Report Guide
- Subject Proficiency by Student Report
- Current Progress Report
- Supplemental Scores Report
- Proficiency Summary Report
- Skill Proficiency Report

School Report Package

One report guide and five score reports are made available for schools.

- Report Guide
- Subject Proficiency by Grade Level Report
- Current Progress Report
- Supplemental Scores Report
- Subject Proficiency by Demographic Report
- Skill Proficiency by Group Report

Table 2. ACT Aspire reporting categories

Subject and reporting categories	Grade						EHS
	3	4	5	6	7	8	
English	✓	✓	✓	✓	✓	✓	✓
1. Production of Writing	✓	✓	✓	✓	✓	✓	✓
2. Knowledge of Language		✓	✓	✓	✓	✓	✓
3. Conventions of Standard English	✓	✓	✓	✓	✓	✓	✓
Reading	✓	✓	✓	✓	✓	✓	✓
1. Key Ideas and Details	✓	✓	✓	✓	✓	✓	✓
2. Craft and Structure	✓	✓	✓	✓	✓	✓	✓
3. Integration of Knowledge and Ideas	✓	✓	✓	✓	✓	✓	✓
4. Progress with Text Complexity	✓	✓	✓	✓	✓	✓	✓
Writing	✓	✓	✓	✓	✓	✓	✓
1. Ideas and Analysis	✓	✓	✓	✓	✓	✓	✓
2. Development and Support	✓	✓	✓	✓	✓	✓	✓
3. Organization	✓	✓	✓	✓	✓	✓	✓
4. Language Use and Conventions	✓	✓	✓	✓	✓	✓	✓
Science	✓	✓	✓	✓	✓	✓	✓
1. Interpretation of Data	✓	✓	✓	✓	✓	✓	✓
2. Scientific Investigation	✓	✓	✓	✓	✓	✓	✓
3. Evaluation of Models, Inferences, and Experimental Results	✓	✓	✓	✓	✓	✓	✓
Mathematics	✓	✓	✓	✓	✓	✓	✓
1. Grade Level Progress	✓	✓	✓	✓	✓	✓	✓
2. Foundation	✓	✓	✓	✓	✓	✓	✓
3. Justification and Explanation	✓	✓	✓	✓	✓	✓	✓
4. Modeling	✓	✓	✓	✓	✓	✓	✓
5. Number and Operations—Fractions	✓	✓	✓				
6. Number and Operations in Base 10	✓	✓	✓				
7. The Number System				✓	✓	✓	
8. Number and Quantity							✓
9. Operations and Algebraic Thinking	✓	✓	✓				
10. Expressions & Equations				✓	✓	✓	
11. Ratios and Proportional Relationships				✓	✓		
12. Algebra							✓
13. Functions						✓	✓
14. Geometry	✓	✓	✓	✓	✓	✓	✓
15. Measurement and Data	✓	✓	✓				
16. Statistics and Probability				✓	✓	✓	✓

District and State Report Package

One report guide and five score reports are made available for districts and states.

- Report Guide
- Subject Proficiency by Grade Level Report
- Current Progress Report
- Supplemental Scores
- Subject Proficiency by Demographic Report
- Subject Proficiency by School Report (for districts only)
- Subject Proficiency by District Report (for states only)

Student Performance Data File

Files are available for upload online in a comma-separated text format. This service provides detailed ACT Aspire data on every student tested in your school.

Understanding ACT Aspire Student Reports

ACT Aspire offers different levels of score reports tailored to the needs of individual students, teachers, and school administrators. Each score report contains information about student and aggregate student performance on various subject-centered skills that reflect their readiness for future success.

ACT Aspire reports are built to be meaningful, visual, and understandable. Using a strategy of customer-centric design, reports display information in a clean, direct manner, with both numerical and graphical representation supported by descriptive text.

Off-Grade Testing

The ACT Aspire score reports also take into account students who may be testing “off-grade” (such as a fifth grader testing at the fourth grade level). If there is an instance of off-grade testing, a text indication will be noted on the Current Progress Report in the heading. The student’s score point will be listed above the grade in which the student tested. There will also be a text indication on the Supplemental Scores Report indicating a test was taken that did not match the student’s enrolled grade.

Scores from off-grade testing are reported on the ACT Aspire scale just like any ACT Aspire score. However, when interpreting off-grade scores, one should keep in mind that the grade level indicated on a test form only contains content targeted at that grade, and the appropriateness of a test form for a student at a different grade level should be justified. In addition, the score range associated with the test at a particular grade level is linked to the ACT Aspire scale and only covers a particular range of the scale.

Testing with Accommodations

Students who used any accessibility features or accommodations are included in the student performance data file and in educator/group and school, district, and state reports. An indication of which students tested with accommodations is included in the student performance file. A Personal Needs Profile report can also be downloaded and printed from the ACT Aspire Portal.

Understanding Your Student Report Package

Student score reports are primarily designed to facilitate a conversation between a parent, student, and educator around the student's academic achievement. Students and parents may receive the following reports:

- Current Progress Report
- Supplemental Scores Report

Student Planning Guide

Along with their score reports, each student who participates in ACT Aspire will have online access to *Understanding Your ACT Aspire Results*, which provides interpretive information about the test results and suggestions for improving academic skills and making plans for further education and career training.

Student Information

The student information section shows the student's name, grade, school district, date of birth, and student ID number. The grade listed is the grade in which the student is currently enrolled.

Current Progress Report

How is this student progressing toward unlocking his or her potential and preparing for college and a career?

The Current Progress Report (see figure 1) includes the student's current and predicted subject performance, national averages (to give perspective), skill performance, and improvement ideas for the student's lowest performing skill category. The longitudinal progress graph shows the student's three-digit score in relation to the ACT Readiness Benchmark for each subject and in relation to the three ACT Readiness Levels—Ready, Close, and In Need of Support. A predicted path for each subject is also shown—the orange cone in figure 1 shows a two-year projection of where scores will fall based upon expected growth rates.

Skill performance is given as the number of points correct out of the total points possible and as the percentage correct. Skill performance is illustrated (in figure 1, to the right of the longitudinal progress graph) in terms of falling within or below the ACT Readiness Range. The ACT Readiness Range shows where a student who has met the ACT Readiness Benchmark on this assessment would typically perform.

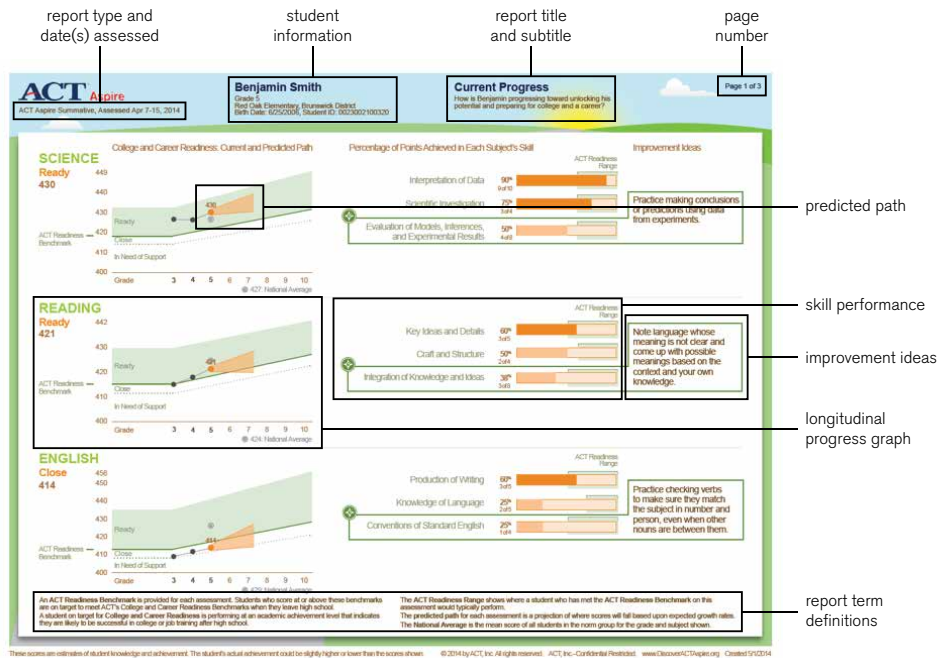


Figure 1. ACT Aspire Current Progress Report

For the skill in which the student scored lowest—always listed last for each subject—a simple improvement idea is given. If the student scored within the ACT Readiness Range for their lowest performing skill, an enrichment idea is given for that skill. For the complete list of improvement and enrichment ideas for each skill reporting category, visit www.actaspire.avocet.pearson.com.

At the bottom of the first page of the Current Progress Report, there are definitions offered for key scoring terms. For a list of terms used on ACT Aspire reports, see the glossary.

An ACT Aspire Composite score (computed for grades 8, 9, and 10 only) and an average predicted ACT Composite score (computed for grades 9 and 10 only) are shown on the report if the student took the English, Reading, Mathematics, and Science tests (see figure 2). Predicted average ACT subject scores are also given for each Early High School (Grades 9–10) subject test.

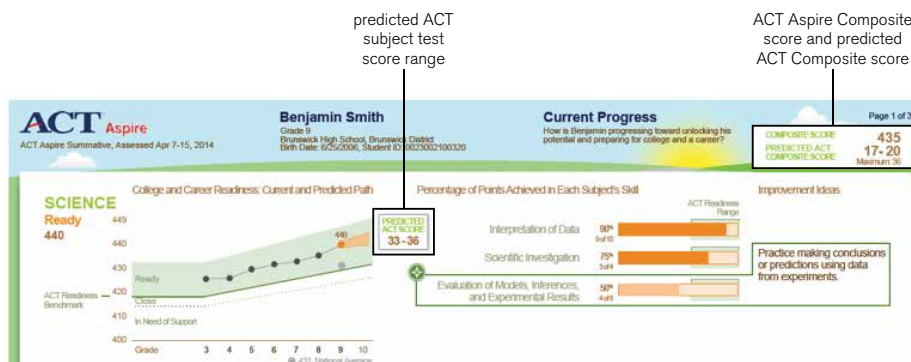


Figure 2. Additional measures on the student score report

Supplemental Scores Report

How can additional performance measures inform decisions?

The Supplemental Scores Report includes the student's national percentile ranks, ELA score, Progress with Text Complexity indicator, STEM score, and Progress toward Career Readiness indicator. These additional measures of student performance are only available if specific subjects and grade level tests are assessed. See table 3 for the subject and grade requirements for each of the supplemental scores. Figure 3 shows a sample Supplemental Scores Report.

Table 3. Summary of student reporting features

Feature	Subject test					
	English, Mathematics, Reading, Science, Writing	English, Mathematics, Reading, Science	English, Reading, Writing, Mathematics	Mathematics and Science	Mathematics and Reading	Any 1 of the 5 subjects
Subject scores	✓	✓	✓	✓	✓	✓
Skill (Domain) scores	✓	✓	✓	✓	✓	✓
Improvement ideas for lowest skill score	✓	✓	✓	✓	✓	✓
Composite score ^a	✓	✓				
National Percentile Rank	✓	✓	✓	✓	✓	✓
Progress with Text Complexity indicator	✓	✓	✓		✓	✓ ^b
ELA score	✓		✓			
STEM score	✓	✓		✓		
Progress toward Career Readiness indicator ^a	✓	✓				
Predicted Path ^c	✓	✓	✓	✓	✓	✓
The ACT Predicted Subject Score Range ^d	✓	✓	✓	✓	✓	✓
The ACT Predicted Composite Score Range ^d	✓	✓				

^aGrades 8–10 only

^bReading only

^cGrades 3–8: two-year prediction; grade 9: one-year prediction

^dEarly High School (Grades 9–10) only

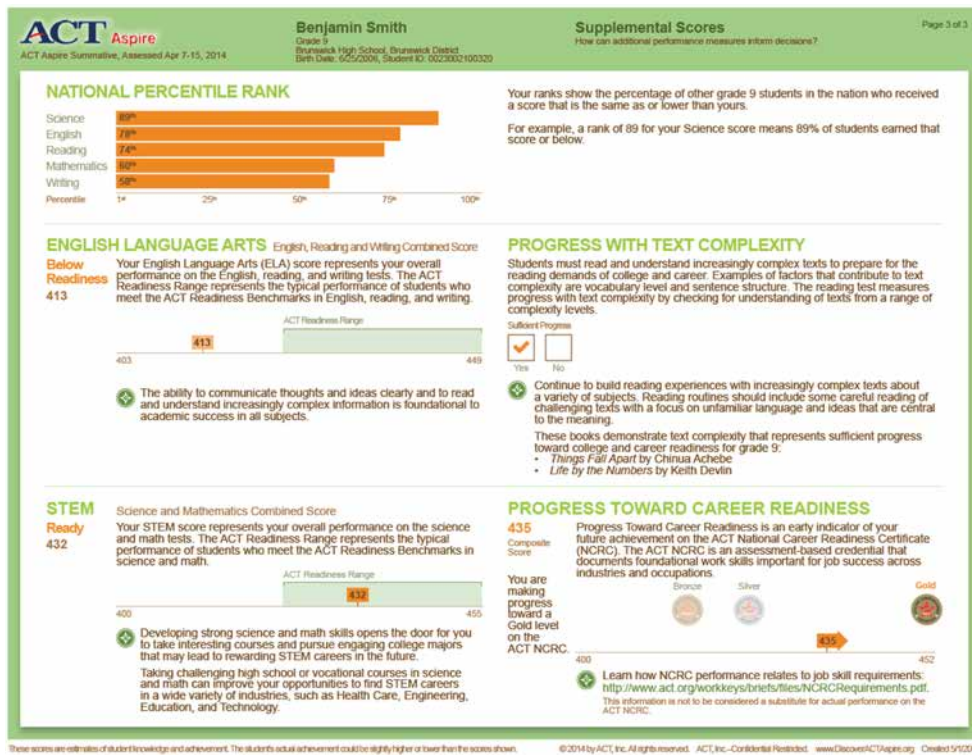


Figure 3. ACT Aspire Supplemental Scores Report

- **National Percentile Rank.** Student national percentile ranks are given for each subject tested. A national percentile rank shows the percentage of other students in the nation who received a score equal to or lower than the student's displayed score for the grade and subject tested. If a student did not test in a particular subject, then "Not Tested" will appear on the graph in place of an orange bar.
- **English Language Arts (ELA).** For students who take the English, Reading, and Writing assessments, an ELA score is calculated by taking the average of the three scale scores achieved in those subjects. The ELA score represents the overall performance on these assessments relative to the ACT Readiness Range. A student score that falls below the range is indicated as "Below Readiness." A student score that falls within the ACT Readiness Range is indicated as "Ready."
- **Progress with Text Complexity.** A Progress with Text Complexity indicator is shown for students who take the Reading test. This is an indication of how well students are able to demonstrate understanding of the central meaning and purposes of increasingly complex texts. Student performance on the text complexity progress measure is compared to a readiness level empirically derived from the ACT College Readiness Benchmarks. Students who perform above the benchmark level will receive an indication that they are making sufficient progress toward reading the complex texts they will encounter in college and career. Students who perform below the benchmark level receive recommendations for improvement, or "insights," such as to practice reading increasingly complex texts from a variety of genres (a few specific, grade-level-appropriate titles will also be listed), checking for understanding, and using strategies to problem-solve challenging texts.

- *Science, Technology, Engineering, and Mathematics (STEM)*. For students who take the Science and Mathematics assessments, a STEM score is calculated by taking the average of the two scale scores achieved in those subjects. The STEM score represents the overall performance in these subjects relative to the ACT Readiness Range. A student score that falls below the range is indicated as “Below Readiness.” A student score that falls within the ACT Readiness Range is indicated as “Ready.” At grades 9 and 10, the measure is accompanied by additional text that challenges students to take advanced coursework in science and math to prepare them for STEM career opportunities.
- *Progress toward Career Readiness*. Students who receive scale scores on English, Reading, Mathematics, and Sciences tests taken in grades 8, 9, or 10 are given a Progress toward Career Readiness indicator. The Progress toward Career Readiness indicator links the student’s ACT Aspire Composite score (given on the report) with predicted performance toward an ACT NCRC. The report indicates visually whether a student is making progress toward a Bronze, Silver, or Gold level ACT NCRC. If the student is not making progress toward these three levels, the report indicates that improvement is needed. Because the measure is linked to the ACT Aspire Composite score, the best way to improve is to work on the lowest performing subjects and thereby increase the Composite score. A link to an ACT information brief on ACT NCRC performance and job skill requirements is also given on the report. This brief includes information about how essential foundational job skills relate to different levels of the ACT NCRC. More information about career exploration with ACT Aspire can be found in the appendix.

If the necessary subjects or grades required for one or more of the five supplemental scores are not tested, the title of the score measure will still appear on the report with a message explaining why a score was not calculated. See figure 4 for an example.

Understanding Educator/Group Reports

These reports are available to classroom educators:

- Subject Proficiency by Student Report
- Current Progress Report

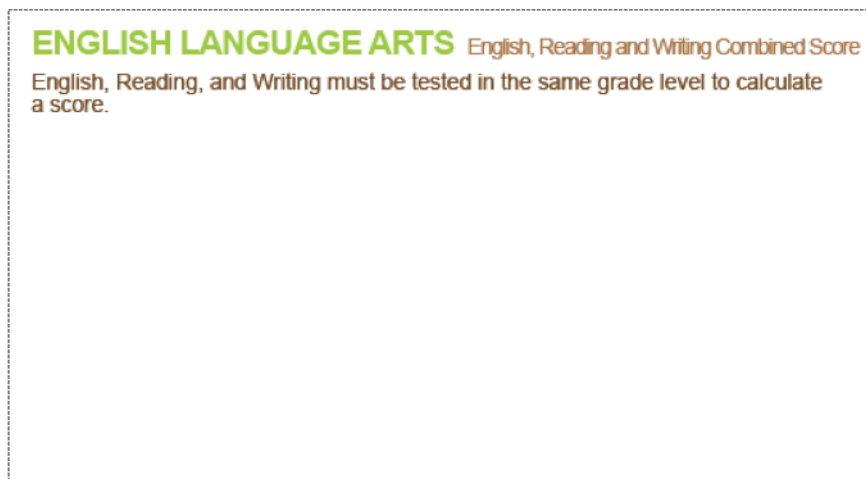


Figure 4. Sample student score report illustrating missing scores

- Supplemental Scores Report
- Proficiency Summary Report
- Skill Proficiency by Subject Report

A report guide is available for educators who log in to the portal to download reports. The guide gives an overview of the different educator/group reports and how they might be used. It also provides important information and definitions of terms essential for understanding each of the reports.

Subject Proficiency by Student Report

How can students be grouped by subject to inform teaching?

This report is designed to provide an educator with a summary view of his or her classroom's performance in all assessed subjects. It is designed to allow an educator to understand each student's overall performance versus ACT Readiness Benchmarks and to identify which students are struggling (falling below the benchmark in the Close or In Need of Support readiness levels) in multiple subjects as well as those who are excelling (meeting or exceeding the benchmark in the Ready level) in multiple subjects.

The subjects assessed are shown left to right in order of highest performing to lowest performing. The highest performing subject has the largest number of students scoring in the Ready level; the lowest performing subject has the lowest number.

Students are also listed in order of highest performing to lowest performing. The highest performing students are those who scored at or above the benchmark (in the Ready level) in the most subjects; the lowest performing students are those who scored below the benchmark (in the Close or In Need of Support levels) in the most subjects.

Current Progress Report

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

The Current Progress Report is designed to provide an educator with an overall view of his or her classroom's performance and the students' predicted path in all assessed subjects. It supports an educator's understanding of the class's growth over the prior year (if prior year scores are available) and quickly identifies the areas where a group of students are meeting (or not meeting) the benchmarks. It includes the same student cohort performance over the prior year, the classroom/group current and predicted performance, and the national average for the grade level assessed in each subject.

An average ACT Aspire Composite score (computed for grades 8, 9, and 10 only) and an average predicted ACT Composite score (computed for grades 9 and 10 only) are shown on the report if the English, Reading, Mathematics, and Science tests are taken. Predicted average ACT subject scores are also given for each Early High School (Grades 9–10) subject test.

The "About Progress" section of the report explains the different points plotted on the longitudinal graphs.

Supplemental Scores Report

How can additional performance measures inform decisions?

This report provides educators with a summary of classroom performance in different subject groupings to allow a quick understanding of student strengths and weaknesses. It also provides a summary of classroom performance compared to national performance and a predictor of future ACT NCRC levels at grades 8, 9, and 10.

This report gives an educator an aggregate view of the classroom/group additional measures of performance including National Percentile Ranks, ELA, STEM, Progress with Text Complexity, and Progress toward Career Readiness. These additional measures of student performance are only available if specific subjects and grade level tests are assessed. See table 3 for the subject and grade requirements for each of the supplemental scores.

- *National Percentile Rank.* Student national percentile ranks are given for each subject tested. A national percentile rank is derived using cumulative percentages, or comparing the median group performance to the median performance of all students included in the national norm group. If the group of students did not test in a particular subject, then “Not Tested” will appear on the graph in place of an orange bar. The numbered ranks show the percentage of students in the nation who received a score equal to or lower than the group’s median score for the grade and subject tested.
- *English Language Arts (ELA).* A classroom/group average ELA score is calculated by taking the average of all individual student ELA scores (English, reading, and writing assessments must be tested in order to receive an ELA score). The possible score range for ELA is listed below the average score. The ACT Readiness Range Distribution chart represents the overall performance on ELA in terms relative to the ACT Readiness Range. The percentage and *n*-count of students that scored in the ACT Readiness Range are shown first, followed by the percentage and *n*-count of students that scored below the range.
- *Progress with Text Complexity.* A Progress with Text Complexity indicator is shown if the reading test was administered. Student performance on the text complexity progress measure is compared to a readiness level empirically derived from the ACT College Readiness Benchmarks. Performance is categorized as either making “sufficient progress” or “insufficient progress.” The educator/group report shows the percentage and number of students that made sufficient progress with text complexity and the percentage and number of students that made insufficient progress.
- *Science, Technology, Engineering, and Mathematics (STEM).* A classroom/group average STEM score is calculated by taking the average of all individual student STEM scores (math and science must be tested in order to receive a STEM score). The possible score range for STEM is listed below the average score. The ACT Readiness Range Distribution chart represents the overall performance on STEM in terms relative to the ACT Readiness Range. The percentage and *n*-count of students that scored in the ACT Readiness Range are shown first, followed by the percentage and *n*-count of students that scored below the range. Reports for grades 9 and 10 include additional ideas for how to help students prepare for STEM college coursework and careers.
- *Progress toward Career Readiness.* Students who receive scale scores on English, Reading, Mathematics, and Science tests taken in grades 8, 9, or 10 are given a Progress toward Career Readiness indicator. The Progress toward Career Readiness indicator links the student’s ACT Aspire Composite score with predicted performance toward an ACT NCRC.

The educator/group report shows the group's average Composite score and score range. It also categorizes the percentage and number of students who are making progress toward a Bronze, Silver, or Gold level ACT NCRC and students who are not making progress toward these three levels (indicated as "none"). A link to an ACT information brief on ACT NCRC performance and job skill requirements is given on the report. This brief includes information about how essential foundational job skills relate to different levels of the ACT NCRC. More information about career exploration with ACT Aspire can be found in the appendix.

Proficiency Summary Report

How can students be grouped by subject proficiency and growth to inform teaching?

This report provides an educator with a detailed view of his or her classroom performance in one particular subject. It supports an educator's ability to quickly understand the overall performance of the class and each individual student's performance and growth rate. It also provides an educator with an aggregate view of the classroom/group performance in assessed skill areas for a particular subject.

Readiness Distribution

The readiness distribution graph (see figure 5) is a stacked bar graph that shows the number and percentage of students whose scores fell into each of the ACT Readiness Levels: Ready, Close, and In Need of Support. The total number of students assessed is listed at the bottom of the graph. This total number is the number of students who received valid scale scores for the subject. This total may not reflect the total number of students in the particular class if, for example, some students were absent on test day or if student scores were invalidated due to testing irregularities.

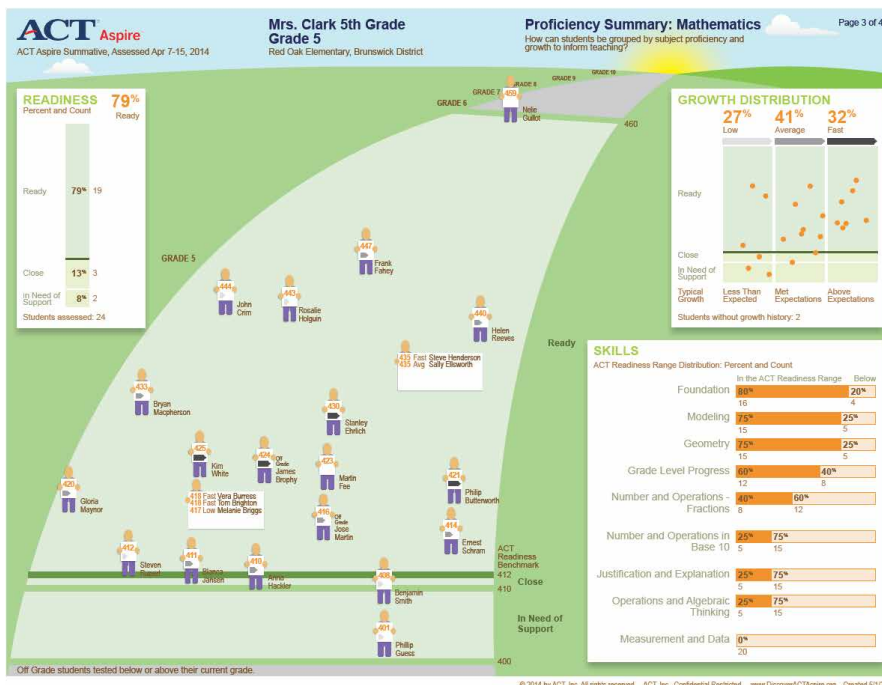


Figure 5. Proficiency Summary Report section of the educator/group reports

Student Proficiency Pathway

The student proficiency pathway (see figure 5) shows student images and names placed along a score “pathway.” The pathway visualizes the three ACT Readiness Levels and the ACT Readiness Benchmark for the grade and subject. Student images are placed on the pathway according to the scale score they achieved. Scale scores are depicted on the white signs each student is holding in their hands. Below the scale score number shown on the white sign is a short light gray arrow, a slightly longer dark gray arrow, or a long black arrow. These arrows correspond with the arrows shown in the Growth Distribution graph in the upper right hand corner of the report. Light gray indicates the student is achieving low growth, dark gray indicates average growth, and black indicate fast growth.

The student proficiency pathway allows educators to know where their students are at in relation to subject performance and growth. For example, a student portrayed slightly below the benchmark with a fast growth indicator may not be of as much concern as a student slightly above the benchmark with a low growth indicator.

Growth Distribution

The growth distribution graph (see figure 5) shows how the classroom distribution looks in terms of student growth percentiles and subject scale scores. The x -axis plots SGPs on the range 1–100. (See the section “ACT Aspire Growth Models” for more information on the meaning and calculation of student growth percentiles.) The SGPs are categorized into Low, Average, and Fast ranges, and the percentage of students that fell into each of these categories is given at the top of the graph. A note that indicates the number of students without growth history is given below the distribution graph. If a student does not have prior year scale score data available, a student growth percentile cannot be calculated, and the student data will not be plotted on the graph. The y -axis plots student scale scores. It ranges from the lowest achievable scale score to the highest achievable scale score for the tested grade. The student scale scores are further broken out into the ACT Readiness Levels.

Skills Distribution

The skills distribution chart (see figure 5) provides a summary view of classroom performance in each skill area assessed for the subject. The percentage and student n -count that fell within and below the ACT Readiness Range are depicted for each skill. The skills assessed are shown top to bottom in order of highest performing to lowest performing. The highest performing skill has the largest number of students scoring in the ACT Readiness Range; the lowest performing skill has the lowest number.

Skill Proficiency Report

How can students be grouped by skill proficiency to inform teaching?

This report assists educators in quickly identifying students in need of intervention for a particular subject as well as students who might benefit from additional rigor. It also pinpoints skill areas where curriculum adjustments or professional development might be needed. It includes the classroom/group scale score performance in a specific subject, categorizes students into the ACT Readiness Levels, and highlights students who are falling below the ACT Readiness Range in particular skill areas. It identifies the skill area most in need of improvement and includes a detailed description of what the test measures in that skill category.

Understanding ACT Aspire School Reports

These reports are available to educators at the school level:

- Subject Proficiency by Grade Level Report
- Current Progress Report
- Supplemental Scores Report
- Subject Proficiency by Demographic Report
- Skill Proficiency by Group Report

A report guide is available for educators who log in to the portal to download reports. The guide gives an overview of the different educator/group reports and how they might be used. It also provides important information and definitions of terms essential for understanding each of the reports.

N-count assessment reporting policy: To protect individual student identities on reports that could be posted publicly, students are not identified where subgroup *n*-counts total to less than five students.

Subject Proficiency by Grade Level Report

How can decisions be informed based upon grade level subject proficiency?

This report provides a summary view of the school's performance in all assessed grade levels and subjects. It supports the ability to quickly grasp how each grade level is performing relative to the ACT Readiness Benchmarks, the ACT Readiness Levels, and the national norm. It includes the percentages of students whose scores fell into the Ready level (met or exceeded the benchmark), the Close level (within 2 Standard Errors of Measurement [SEMs] below the benchmark), and the In Need of Support level (below the Close level). The national norm showing the relative percentage of students that fell into the Ready range is also depicted.

The subjects assessed are shown in order of highest performing to lowest performing. The highest performing subject has the largest number of students in the school who scored within the Ready level; the lowest performing subject has the lowest number. This identifies the subject area most in need of improvement and includes a detailed description of what the test measures in that particular subject.

Current Progress Report

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

This report provides an overall view of school performance and students' predicted path in all assessed subjects. It supports the ability to understand the school's growth over the prior year (if prior year scores are available) and to identify areas where a group of students are meeting (or not meeting) the benchmarks. It includes the same student cohort performance over the prior year, the school's current and predicted performance, and the national average for the grade level assessed in each subject.

An average ACT Aspire Composite score (computed for grades 8, 9, and 10 only) and an average predicted ACT Composite score (computed for grades 9 and 10 only) are shown on the report if the English, Reading, Mathematics, and Science tests are taken. Predicted average ACT subject scores are also given for each Early High School (Grades 9–10) subject test.

The “About Progress” section of the report explains the different points plotted on the longitudinal graphs.

Supplemental Scores Report

How can additional performance measures inform decisions?

This report provides a summary of school performance in different subject groupings to allow a quick understanding of student strengths and weaknesses. It also provides a summary of school performance compared to national performance and a predictor of future ACT NCRC achievement levels at grades 8, 9, and 10.

This report gives an aggregate school view of additional measures of performance including National Percentile Ranks, ELA, STEM, Progress with Text Complexity, and Progress toward Career Readiness. These additional measures of performance are only available if specific subjects and grade level tests are assessed. See table 4 for the subject and grade requirements for each of the aggregate supplemental scores.

- *National Percentile Rank.* Student national percentile ranks are given for each subject tested. A national percentile rank is derived using cumulative percentages, or comparing the median school performance to the median performance of all students included in the national norm group. If the school did not test students in a particular subject then “Not Tested” will appear on the graph in place of an orange bar. The numbered ranks show the percentage of students in the nation who received a score equal to or lower than the school’s median score for the grade and subject tested.
- *English Language Arts (ELA).* A school’s average ELA score is calculated by taking the average of all individual student ELA scores (English, reading, and writing assessments must be tested in order to receive an ELA score). The possible score range for ELA is listed below the average score. The ACT Readiness Range Distribution chart represents the overall performance on ELA in terms relative to the ACT Readiness Range. The percentage and *n*-count of students that scored in the ACT Readiness Range are shown first, followed by the percentage and *n*-count of students that scored below the range.
- *Progress with Text Complexity.* A Progress with Text Complexity indicator is shown if the reading test was administered. Student performance on the text complexity progress measure is compared to an ACT Readiness Level empirically derived from the ACT College Readiness Benchmarks. Performance is categorized as either making “sufficient progress” or “insufficient progress.” The school report shows the percentage and number of students that made sufficient progress with text complexity and the percentage and number of students that made insufficient progress.
- *Science, Technology, Engineering, and Mathematics (STEM).* A school’s average STEM score is calculated by taking the average of all individual student STEM scores (math and science must be tested in order to receive a STEM score). The possible score range for STEM is listed below the average score. The ACT Readiness Range Distribution chart represents the overall performance on STEM in terms relative to the ACT Readiness Range. The percentage and *n*-count of students that scored in the ACT Readiness Range are shown first, followed by the percentage and *n*-count of students that scored below the range. Reports for grades 9 and 10 include additional ideas for how to help students prepare for STEM college coursework and careers.

Table 4. Aggregate reporting features

Feature	Subject test					
	English, Mathematics, Reading, Science, Writing	English, Mathematics, Reading, Science	English, Reading, Writing, Mathematics	Mathematics and Science	Mathematics and Reading	Any 1 of the 5 subjects
Average subject scores	✓	✓	✓	✓	✓	✓
Skill (domain) distribution	✓	✓	✓	✓	✓	✓
Average Composite score ^a	✓	✓				
National Percentile Rank	✓	✓	✓	✓	✓	✓
Progress with Text Complexity distribution	✓	✓	✓		✓	✓ ^b
Average ELA score and student distribution	✓		✓			
Average STEM score and student distribution	✓	✓		✓		
Progress toward Career Readiness distribution ^a	✓	✓				
One Year Predicted Path	✓	✓	✓	✓	✓	✓
The ACT predicted average subject test score ^c	✓	✓	✓	✓	✓	✓
The ACT predicted average Composite score ^c	✓	✓				

^aGrades 8–10 only^bReading only^cEarly High School (Grades 9–10) only

- *Progress toward Career Readiness.* Students who receive scale scores on English, Reading, Mathematics, and Science tests taken in grades 8, 9, or 10 are given a Progress toward Career Readiness indicator. The Progress toward Career Readiness indicator links the student's ACT Aspire Composite score with predicted performance toward an ACT NCRC. The school report shows the school average Composite score and score range and categorizes the percentage and number of students who are making progress toward a Bronze, Silver, or Gold level ACT NCRC and those students who are not making progress toward these three levels (indicated as "none"). A link to an ACT information brief on NCRC performance and job skill requirements is given on the report. This brief includes information about how essential foundational job skills relate to different levels of the ACT NCRC. More information about Career Exploration with ACT Aspire can be found in the appendix.

Subject Proficiency by Demographic Report

How can decisions be informed based upon demographics' subject proficiencies?

This report provides a summary view of different demographics' performances in all assessed subjects. It supports the ability to quickly grasp how each demographic group is performing relative to the ACT Readiness Benchmarks, the ACT Readiness Levels, and the national norm. It includes the percentages of students whose scores fell into the Ready level (met or exceeded the benchmark), the Close level (within 2 SEMs below the benchmark), and the In Need of Support level (below the Close level). The national norm showing the relative percentage of students that fell into the Ready range is also depicted.

The subjects assessed are shown in order of highest performing to lowest performing. The highest performing subject has the largest number of students in the school who scored within the Ready level; the lowest performing subject has the lowest number.

Skill Proficiency by Group Report

How can decisions be informed based upon proficiency of class and group curriculum?

By filtering the data and reporting by subgroups, this report helps identify groups in need of intervention for a particular subject. It also pinpoints skill areas where curriculum adjustments or professional development might be needed. It includes each group's performance in a specific subject and highlights students who are falling below the ACT Readiness Range in particular skill areas. It identifies the skill area most in need of improvement and includes a detailed description of what the test measures in that skill category.

Understanding ACT Aspire District and State Report Packages

These reports are available to educators at the district and state level:

- Subject Proficiency by Grade Level Report
- Current Progress Report
- Supplemental Scores Report
- Subject Proficiency by Demographic Report
- Subject Proficiency by School Report (for districts only)
- Subject Proficiency by District Report (for states only)

See “Understanding Your ACT Aspire School Report Package” for information about the individual reports. District and state reports include the same reports as the school reports (with different aggregate data), with the exception of the last report in each package: the Subject Proficiency by School Report and Subject Proficiency by District Report. Instead of reporting at the skill—or reporting-category—level, as is done in the school reports, only subject-level data is reported for districts and states. This allows for a more manageable number of report pages, the identification of exceptional or problematic areas of interest, and the ability to drill down for more information in other reports (like the school report).

A report guide is available for district and state administrators who log in to the portal to download reports. The guide gives an overview of the different district and state reports and how they might be used. It also provides important information and definitions of terms essential for understanding each of the reports.

ACT Aspire and Standards

ACT Aspire Readiness Standards and the ACT College and Career Readiness Standards

You just received the educator/group or school reports for ACT Aspire, and you may be wondering what the test results for different students really mean. What do the test scores on ACT Aspire tell you about what different grades of students are likely to know and do?

To help answer this question, ACT provides information in the form of ACT Readiness Standards and the CCRS. The purpose of these standards is to help high school counselors, classroom teachers, and administrators, as well as students and their parents, better understand how the scores relate to the kinds of skills needed for high school and beyond. The knowledge and skills measured by the ACT Aspire assessments differ widely in complexity from grades 3–10. Therefore, the standards serve as a direct link between what students have learned and what is being taught in the classroom at each grade level. Upper grade students can use the standards to help select courses to take in high school and college based on the types of knowledge and skills they will need to be prepared for the future. Overall, the standards focus on the integrated, higher-order thinking skills that students develop from elementary grades to high school and thereby provide a common language for elementary, secondary, and postsecondary educators.

The ACT Readiness Standards and ACT CCRS are sets of statements that represent ACT research into learning goals or expectations of what students of various grades have learned that is important for success in high school and beyond. The standards also describe the types of skills and knowledge typically demonstrated by students who score in particular score ranges, or ACT Readiness Levels, for each grade on each ACT Aspire test. The standards are cumulative. Improvement Ideas—statements about what skills a student could improve upon—about a particular student’s academic achievement on the student score report are based on these Standards.

ACT Readiness Standards, available starting fall 2014, apply to grades 3–7 and are currently aligned with the ACT CCRS and the CCSS. ACT Aspire science assessments are associated with the draft ACT Readiness Standards in Science. ACT Aspire ELA and Mathematics assessments are aligned to the CCSS for grades 3–7.

The ACT CCRS apply to grades 8–10 and are based on research evidence associated with college and career readiness. The ACT CCRS can be found at www.act.org/standards. ACT has years of actual student data that we use to validate the successful alignment of our assessments. Content and measurement experts developed statements that capture what students know and are able to do with respect to relevant skills and knowledge associated with college and career readiness (identified through research that includes the ACT National Curriculum Survey®) at specific score bands on the ACT English, Mathematics, Reading, Science, and Writing tests. Paired with ACT College Readiness Benchmarks (minimum scores associated with a high likelihood of success at grade 10 and postsecondary levels), students gain awareness of what they need to know and do to succeed in college and career.

Because no single ACT Aspire test form measures all of the knowledge and skills included in any particular standard, the ACT Readiness Standards and ACT CCRS must be interpreted as descriptions of skills and knowledge that most students who score in a particular score range are likely to be able to demonstrate for a particular grade level. Students who obtain the Close readiness level are in the process of developing the knowledge and skills described in the Ready readiness range, but they may not yet be able to demonstrate consistent achievement of them. It is also important to remember that ACT Aspire does not measure everything students have learned in elementary school, middle school, or junior high, and no particular form of this test measures everything necessary for students to know to be successful in school. ACT Aspire includes a wide range of knowledge and skills that have been judged important for success in high school and beyond. The ACT Readiness Standards should be interpreted in a responsible way and be used together with other information about students' knowledge and skills to better understand what they will need for a successful transition to high school and beyond.

ACT Aspire and the Common Core State Standards in ELA and Mathematics

The ACT Aspire assessments are designed to report on the key constructs of the CCSS. ACT participated in developing both the Common Core State Standards for English Language Arts and Literacy in History/Social Studies, Science, and Technical Subjects (CCSS in ELA) and the Common Core State Standards in Mathematics. ACT's definition of college and career readiness was adopted by the CCSS initiative, and ACT research was used to develop much of the CCSS.

To clearly communicate what is being measured and to aid report interpretation, ACT Aspire reporting categories are in the language of the domains and conceptual categories of the CCSS. ACT Aspire uses domain sampling to collect evidence that supports inferences about student achievement relative to the CCSS.

Glossary of Terms

General Terms

Composite Score. ACT Aspire Composite Score—the average of the English, Reading, Mathematics and Science test scores.

Insights. Additional information and improvement ideas.

Text Complexity. How challenging the reading material is at a specific grade level.

Statistical Terms

ACT Readiness Benchmark. A score value which, when met or exceeded, indicates a student is on target for college and career readiness when they are in the 11th grade.

ACT Readiness Level. These levels are defined as Ready, Close, and In Need of Support. Each level corresponds to a score range that varies by subject and indicates the level of performance students achieved on a particular assessment.

ACT Readiness Range. A score range which shows where a student who has met the ACT Readiness Benchmark would typically perform.

Cumulative Percent. A number used to describe the standing of an individual relative to a defined group. If an examinee with a score of 420 has a CP of 73, it means that 73% of the examinees in the norm group received a score of 420 or lower, or that the student scored the same as or better than 73% of the students in the norm group.

Mean (Average). The arithmetic sum of a set of scores divided by the total number of scores.

Median. The middle score value of a range of values

National Average. The mean score of all students in the norm group

Percent. The number of students who gave a certain response, or who obtained a certain scale score, divided by the total number of students and multiplied by 100.

Predicted Path. A projection of where scores will fall based upon expected growth rates.

Scale Score. Scores equated across test forms to adjust for differences in test difficulty and to ensure comparability of scores across different ACT Aspire test forms. An examinee's raw score is obtained by counting the number of items the examinee answered correctly. The raw score is then converted to a scale score.

Appendix: Career Readiness with ACT Aspire

The ACT National Career Readiness Certificate

In addition to the aligning of student scores to ACT College Readiness Benchmarks, ACT Aspire provides a Progress toward Career Readiness indicator for students in Grades 8-10. This measure links the ACT Aspire Composite score (English, Math, Reading, and Science must be taken to receive a Composite score) with predicted performance toward the ACT National Career Readiness Certificate.

The ACT NCRC is an industry-recognized, portable, evidence-based certification of foundational skills essential for workplace success. Earning an ACT NCRC can help individuals demonstrate that they have the core foundational skills to be successful in a job. For example, individuals that earn a Silver ACT NCRC have the essential foundational skills needed for 69% of jobs. The achievable ACT NCRC levels are Bronze, Silver, Gold, and Platinum. ACT Aspire Composite scores are linked to predicted Bronze, Silver, and Gold levels. For more information on the ACT NCRC and job requirements, see www.act.org/workkeys/briefs/files/NCRCRequirements.pdf.

The Progress toward Career Readiness indicator in ACT Aspire can tell a student whether they are making progress toward a Bronze, Silver, or Gold level on the ACT NCRC. This predictive information is NOT to be considered a substitute for actual performance on the ACT NCRC. In some cases, a student's ACT Aspire Composite score may indicate they are not making progress toward any of these three ACT NCRC levels.

ACT Profile

Upper grade students are also encouraged to create an ACT Profile account to explore more options regarding how their Progress toward Career Readiness score and other scores relate to various occupational goals.

ACT Profile is a free college and career planning community that can help students identify schools, majors, and careers tailored to their unique interests and skills. Visit www.act.org/profile to learn more.

