



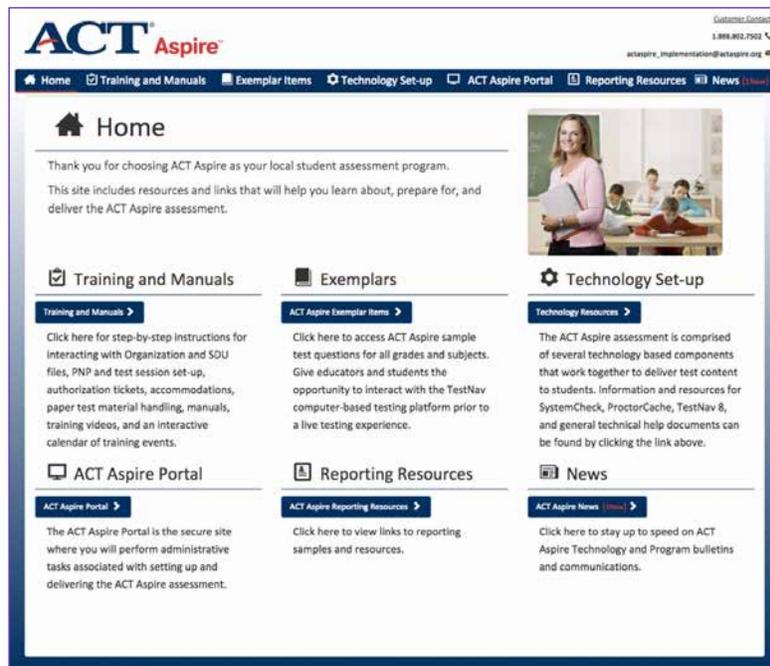
Interpretive Guide for ACT Aspire[®] Summative Reports

Contact Information

For assistance, first contact your ACT Aspire test coordinator. Otherwise, call ACT Aspire Customer Service at 1.888.802.7502, 6:00 a.m.–7:30 p.m., central time, Monday through Friday, or email ACTAspire_Implementation@ACTAspire.org.

Visit actaspire.pearson.com for links to the following sites:

- ACT Aspire Portal administrator/teacher sign in
- ACT Aspire System Check for TestNav 8
- ACT Aspire Student Sandbox
- Avocet (a collection of manuals, guides, and help sheets)
- ACT Aspire Training Management Site (TMS)
- Many more helpful resources



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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 Scores 3

ACT Aspire Benchmarks 3

ACT Readiness Levels 4

ACT Aspire Reporting Categories 6

ACT Readiness Ranges for ELA, STEM, and Reporting Categories 7

The ACT College and Career Readiness Standards 8

ACT Aspire Test Forms 8

ACT Aspire National Norms 8

ACT Aspire Growth Models 10

ACT Aspire Reporting Packages 11

Off-Grade Testing 12

Testing with Accommodations 12

Understanding Your Student Report Package 13

Student Planning Guide 13

Student Information 13

Current Progress Report 13

Invalid or Non-Scorable Results 15

Supplemental Scores Report 16

Understanding Educator/Group Reports 19

Subject Proficiency by Student Report 19

Current Progress Report 20

Supplemental Scores Report 21

Proficiency Summary Report 22

Skill Proficiency Report 23

Understanding ACT Aspire School Reports 24

Subject Proficiency by Grade Level Report 24

Current Progress Report 25

Supplemental Scores Report 25

Subject Proficiency by Demographic Report 27

Skill Proficiency by Group Report 28

Understanding ACT Aspire District and State Report Packages 29

Glossary 30

General Terms 30

Statistical Terms 30

Appendix A: Subject Assessments and Reporting Categories 31

Reading 31

English 31

Writing 32

Science 32

Mathematics 33

Appendix B: Career Readiness with ACT Aspire 39

The ACT National Career Readiness Certificate 39

Appendix C: College and Career Planning 40

Tables

- Table 1.** ACT Readiness Benchmarks 3
- Table 2.** ACT Readiness Levels 5
- Table 3.** ACT Aspire Reporting Categories 6
- Table 4.** ACT Readiness Benchmarks in ELA and STEM, Grades 3–10 7
- Table 5.** ACT Aspire National Score Averages 9
- Table 6.** National Percentage of Students Meeting or Exceeding ACT Readiness Benchmarks 9
- Table 7.** Summary of student reporting features 16
- Table 8.** Aggregate Reporting Features 26

Figures

- Figure 1.** ACT Aspire Current Progress Report 14
- Figure 2.** Additional measures on the student score report 15
- Figure 3.** Student report notifications of non-scorable results 15
- Figure 4.** ACT Aspire Supplemental Scores Report 17
- Figure 5.** Sample student score report illustrating missing scores 18
- Figure 6.** Educator/group report notifications of non-scorable results 20
- Figure 7.** Proficiency Summary Report section of the educator/group reports 22

Abbreviations

Abbreviation	Definition
ACT CCRS	ACT College and Career Readiness Standards
ACT NCRC	ACT National Career Readiness Certificate
DOK	Depth of Knowledge
EHS	Early High School
ELA	English Language Arts—in ACT Aspire reports, a combined score for English, reading, and writing tests.
ISR	Individual Student Report
NGSS	Next Generation Science Standards
SEM	Standard Error of Measurement
SGP	Student Growth Percentile
SPF	Student Performance File
STEM	Science, Technology, Engineering, Mathematics—in ACT Aspire reports, a combined score for science and mathematics tests.

Introduction

This guide aims to help you understand and effectively use the ACT Aspire® score reports available to students, educators, schools, districts, and states. Please keep the following cautions in mind:

- The validity of conclusions about student groups depends, in part, on the accuracy of data provided about 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 based on student achievement about educational programs or policies at your school 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 in which group members can be easily recognized and confidentiality is likely to be difficult to maintain.
- 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.
- Scores are estimates of student knowledge and achievement. The student's actual achievement could be slightly higher or lower than the reported scores. For more information about measurement error, see ACT Aspire *Technical Manual* on Avocet.

Overview of the ACT Aspire Program

ACT Aspire is a vertically scaled modular suite of achievement tests that measures 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® test: English, mathematics, reading, science, and writing.

ACT Aspire measures students' progress toward college and career readiness. The scale scores 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 provide information about whether students are on target for readiness at the appropriate grade/subject levels. To enhance score interpretation, reporting categories for ACT Aspire use the same terminology as the ACT College and Career Readiness Standards (ACT CCRS) and other standards that target college and career readiness.

The goal of assessment is to collect relevant evidence from the student as authentically as possible while sampling enough of the construct to support inferences based on the student's test scores. ACT Aspire uses several item types to achieve this goal. Selected-response (multiple-choice) 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 use online interfaces to ask questions and pose scenarios that are not possible in traditional paper tests. They also present conventional items 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. The multiple item types on ACT Aspire assessments yield the evidence needed to support inferences about student achievement.

ACT Aspire Scale Scores

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: *Exceeding, 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 at or above the benchmark are on target to meet the corresponding ACT College Readiness Benchmarks upon high school graduation. For additional information on how the benchmarks were established, see ACT Aspire *Technical Manual*.

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

Unlike other subjects, the benchmark for the writing test is constant across grade levels. The writing test scale scores are rubric driven and based on four domains, with each domain scored on a 1–5 or 1–6 scale (5 in grades 3–5, 6 in grades 6–10). The rubrics get more difficult as grade increases, and a 4 indicates expected level at each grade in each domain rubric. The benchmark was set as the scale score corresponding to two 4s and two 3s on the four domains.

Note for Fall Testers: The ACT Readiness Benchmarks were obtained using spring performance, so scores for students who test in the fall are compared to a spring benchmark. Therefore, performance relative to the benchmark is an indication of what a student still needs to learn in order to be “ready” by the end of the year.

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 four performance levels:

- Exceeding
- 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 four levels given above; however, a finer degree of distinction is added to the Student Performance File (SPF), a data file provided to states and districts. 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. Table 2 provides the ACT Readiness Level cut scores for all grades and subjects. For additional information on how the ACT Readiness Levels were established, see ACT Aspire

Technical Manual.

Table 2. ACT Readiness Levels

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

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 3). 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. Descriptions of what each subject test and reporting category measures for each grade and subject are included in appendix A.

Table 3. 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	✓	✓	✓	✓	✓	✓	✓
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	✓	✓	✓				

Table 3 (continued)

Subject and reporting categories	Grade						EHS
	3	4	5	6	7	8	
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				✓	✓	✓	✓

Note: EHS = Early High School

ACT Readiness Ranges for ELA, STEM, and Reporting Categories

ACT Readiness Ranges for ELA and STEM include the range of ACT Aspire scale scores between the ACT Readiness Benchmark and the maximum scale score possible at a particular grade level. ACT Readiness Benchmarks for ELA and STEM are computed as the average of the subject area benchmarks that contribute to each score. Table 4 lists the ACT Readiness Benchmarks for ELA and STEM across grade levels.

The ACT Readiness Range for each reporting category shows where a student who has met the ACT Readiness Benchmark in a particular subject area would typically perform within the reporting category. In this way, students can compare the percent correct in each category to the percent correct attained by a typical student who is on track to be “ready.” Students whose scores fall below the ACT Readiness Range may be in need of additional support.

Table 4. ACT Readiness Benchmarks in ELA and STEM, Grades 3–10

Grade	ELA	STEM
3	419	416
4	421	418
5	422	420
6	423	422
7	424	424
8	425	426
9	426	429
10	428	432

The ACT College and Career Readiness Standards

The **ACT College and Career Readiness Standards** (ACT CCRS, currently available for grades 8 and above) are based on research evidence associated with college and career readiness. 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 (as identified through research that includes the ACT National Curriculum Survey®) at specific score bands on the English, reading, writing, mathematics, and science tests on the ACT. Paired with the ACT College Readiness Benchmarks, students gain insight into what they need to know and should be able to do to succeed in college and career.

Preliminary frameworks for grades 3–7 have been developed based on decades of data and research on college and career readiness that ACT has. These frameworks contain the necessary knowledge and skills that indicate students are on track for readiness in English, mathematics, reading, and science in grades 3–7. Across all subjects, ACT Aspire is consistent with many states' standards focused on college and career readiness for grades 3–7, and the assessments are designed to evolve as the impact of current and future curricular trends are empirically tied to college and career readiness.

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. These are user norms, with a broad representation across the country. In addition, the data has been statistically weighted to more closely match a national distribution in terms of selected demographics and achievement, to facilitate meaningful comparisons. As data on ACT Aspire continues to accumulate, norms will continue to evolve. We anticipate offering aggregate norms related to schools and districts in the future.

The following national metrics are included in ACT Aspire summative reporting:

- National Averages
- National Percentile Ranks
- Percentage of students nationally who performed at the Ready level

See table 5 for national score averages and table 6 for the percentage of students nationally who performed at or above the Ready level. Tables showing the percent of students at or below each scale score value can be found in ACT Aspire *Technical Manual*.

Table 5. ACT Aspire National Score Averages

Grade	English	Math	Reading	Science	Writing
3	416	412	412	414	421
4	420	415	415	417	423
5	422	417	417	419	424
6	424	419	419	420	426
7	425	419	419	420	423
8	427	421	422	423	423
9	428	424	421	424	425
10	431	427	423	426	427

Table 6. National Percentage of Students Meeting or Exceeding ACT Readiness Benchmarks

Grade	Ready or Exceeding (%)				
	English	Mathematics	Reading	Science	Writing
3	71	50	34	29	16
4	69	45	37	35	19
5	68	40	33	37	26
6	68	43	41	38	42
7	71	34	35	33	26
8	73	31	45	34	26
9	60	35	38	30	35
10	63	32	34	31	45

Note: Numbers in this table represent the percent of students nationally that scored within the Ready and Exceeding ACT Readiness Levels for ACT Aspire assessments.

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 high ($SGP > 75$). SGPs will be included in the student performance file and in educator/group reports. For students who take the ACT in grade 11 after having taken ACT Aspire in grade 10, resources for calculating SGPs are provided online at “[ACT Growth Modeling Resources](#).” The SGPs are developed using quantile regression methods. The reference groups for calculating the SGPs include the nationally-tested population. SGPs will measure growth over one-year time intervals (e.g., spring grade 5 to spring grade 6 or fall grade 8 to fall grade 9). Like other measures of student growth, 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 about 50% of students will score within their one-year predicted path, and about 75% 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. Predicted score paths can be used:
 - ~ To determine if students are likely to meet ACT Readiness Benchmarks over the next two years
 - ~ To identify students who are unlikely to meet a future-year standard (other than the ACT Readiness Benchmark) and thus are candidates for extra academic support
 - ~ To predict score ranges on the ACT (for grades 9 and 10)
- *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 high) is also highlighted on educator/group reports. It is also possible to calculate other summary growth measures, such as the mean or median SGP, using data in the Student Performance Data File.

ACT Aspire Reporting Packages

Score 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 individual student and aggregate performance on various subject-centered skills that reflect the students' readiness for future success.

ACT Aspire reports display information cleanly and directly, with both numerical and graphical representations supported by descriptive text. The following list summarizes the report packages that ACT Aspire provides. Instructions for how to access reports within the ACT Aspire Portal are posted to the Avocet website.

Student Report Package/ Individual Score Report (ISR)

Two score reports are available for students and parents.

- Current Progress
- Supplemental Scores

Educator/Group Report Package

Five score reports are available for educators.

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

School Report Package

Five score reports are available for schools.

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

District and State Report Package

Five score reports are available for districts and states.

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

Student Performance Data File

Files are available for download within the ACT Aspire Portal in a comma-separated text format. This service provides detailed ACT Aspire data on every student tested in your school. The SPF layout showing the different fields and data contained in the SPF file is posted to the Avocet website.

Report Delivery

Score reports are available as downloadable PDFs or in online dynamic formats within the ACT Aspire Portal. Online dynamic reports provide the ability to select or deselect students or groups and generate new views of the results.

Off-Grade Testing

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). An instance of off-grade testing 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 heading note on the Supplemental Scores Report indicating a test was taken that did not match the student’s enrolled grade. Off-grade scores are always included on a separate ISR from on-grade scores. If, year-to-year, students consistently tested off grade, you’d see the connected longitudinal line on one current progress chart. Similarly, if students tested both on and off grade over a period of years, you’d see two different Current Progress Reports, one with on-grade and another with off-grade results.

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. Students who test off grade are included in aggregate scores and reports for the grade level tested. A group can be created within the ACT Aspire Portal that includes off-grade students, and these students can then be excluded from aggregate scores in the online dynamic reports.

Testing with Accommodations

Students who used any accessibility features or accommodations are included in the educator/group and school, district, and state reports. As with students who tested off grade, students who tested with accommodations can be grouped together in the ACT Aspire Portal and excluded from online dynamic 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 intended 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
- Supplemental Scores

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 was enrolled at the time of testing.

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, 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 four ACT Readiness Levels—Exceeding, Ready, Close, and In Need of Support.

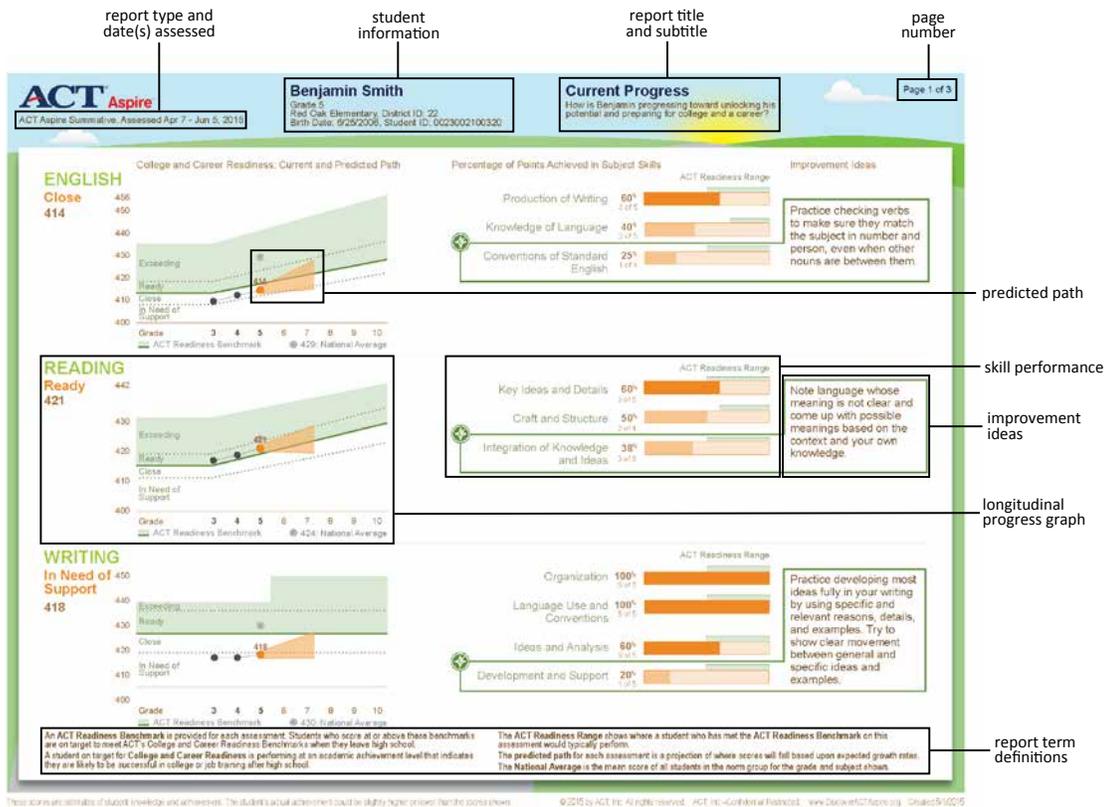


Figure 1. ACT Aspire Current Progress Report

A predicted path for each subject is also shown—the orange cone in figure 1 shows a two-year projection of where scores may fall based upon expected growth rates. Sometimes the predicted path can be negatively sloped, although a test score may be high. A student’s test score is an estimate of the student’s true achievement level, and students who scored very high are more likely than others to have scored above their true achievement level. When these students test again, they tend to score closer to the average. For this same reason, it is not uncommon for students who score very low one year to score much higher the next year. The ACT Aspire predicted paths reflect this complexity, and are consistent with what ACT has observed in the ACT Explore and ACT Plan testing programs. For some subjects and grade levels, negatively sloped predicted paths will be more likely because of differences in growth across subjects and grade levels that ACT has observed with previously tested students. The subjects and grade levels where negatively sloped predicted paths are most common include writing (all grade levels), reading grades 6 and 8, and mathematics grade 8.

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.

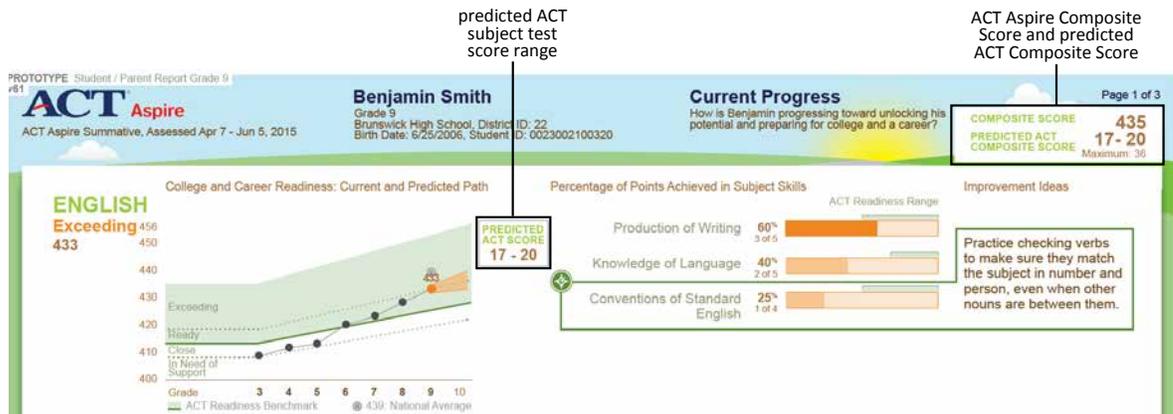


Figure 2. Additional measures on the student score report

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.

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 in this guide.

An ACT Aspire Composite score (computed for grades 8, 9, and 10 only) and Predicted ACT Composite Score Range (computed for grades 9 and 10 only) are shown on the report if the student took the ACT Aspire English, reading, mathematics, and science tests (see figure 2). Predicted ACT Subject Score ranges are also given for each Early High School (Grades 9–10) subject test. The predicted score ranges for the ACT English, reading, mathematics, science and writing tests are reported on a 1–36 scale.

Invalid or Non-Scorable Results

If a room supervisor observes a student engaging in any prohibited behaviors during testing, the student’s test must be invalidated. When a test is invalidated, the score for that test will not be reported on the student’s Current Progress Report. Instead, for each subject test that was invalidated, a message will be displayed indicating that a score was not earned. See figure 3 for an example of this message. A list of prohibited behaviors that may prompt invalidation can be found in the ACT Aspire *Test Coordinator Manual*. Instructions for invalidating a test may be found in the ACT Aspire *Portal User’s Guide*.

Because of the open-ended nature of the writing test, there are circumstances under which a student’s test may not be scorable. If the student response is in a language other than English, off-topic, illegible, or blank, a message will appear on the Current Progress Report indicating that the writing test was non-scorable. Examples of these messages can be seen in figure 3.

A score was not earned on the following subject tests:

- English: Invalid
- Mathematics: Invalid
- Writing: Blank

Please contact your school if you have questions..

Figure 3. Student report notifications of non-scorable results

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 7 for the subject and grade requirements for each of the supplemental scores. Figure 4 shows a sample Supplemental Scores Report.

Table 7. 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	✓	✓	✓	✓	✓	✓
Predicted ACT Subject Score Range ^d	✓	✓	✓	✓	✓	✓
Predicted ACT 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

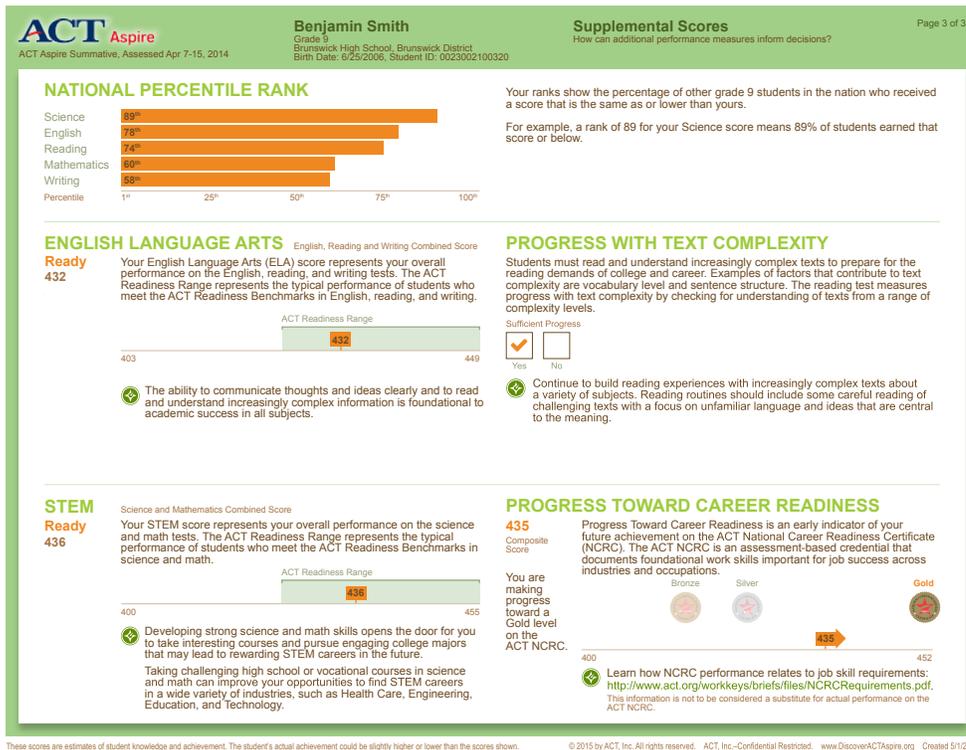


Figure 4. ACT Aspire Supplemental Scores Report

- 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. For example, a student scoring in the 93rd percentile implies that 93% of students included in the norm group scored at or below this student’s score. Percentile ranks have a maximum value of 100, with higher values indicating better performance. When interpreting percentile ranks, keep in mind the norm group against which the student is being compared.
- 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 meanings and purposes of increasingly complex texts. Questions that contribute to the score require connecting information across a whole text, or substantial sections of text, to demonstrate an understanding of key information—a skill sometimes referred to as “global comprehension.” Such questions include:

 - ~ What is the main idea?
 - ~ For what purpose did the author write this text?

- ~ What caused the main character’s actions?
- ~ How is the information structured in this text? (e.g., chronologically, by concept)

Student performance on the Progress with Text Complexity measure is compared to a readiness level empirically derived from the performance of students who meet the ACT Readiness Benchmarks. Students who perform within the readiness 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 readiness level receive recommendations for improvement, or “insights,” such as to practice reading increasingly complex texts from a variety of genres, checking for understanding, and using problem-solving strategies with challenging texts. Students who perform better on the overall reading test than they do on the Progress with Text Complexity measure have demonstrated relative strengths in analyzing words and sentences as well as evaluating particular techniques used by authors. They have demonstrated lower ability with tasks that require an understanding of the overall meaning, or the big picture, expressed in a text. Students fitting this profile might benefit from practicing skills that help build accurate mental representations of whole texts, such as pausing to reflect on key ideas during reading and summarizing afterward.

- *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.”
- *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 (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 any of these 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. More information about career exploration with ACT Aspire can be found in appendix B.

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 5 for an example.



Figure 5. Sample student score report illustrating missing scores

Understanding Educator/Group Reports

These reports are available to classroom educators:

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

Subject Proficiency by Student Report

How can students be grouped by subject to inform teaching?

The Subject Proficiency by Student Report provides educators with a summary view of their classroom's performance in all assessed subjects, helps them understand each student's overall performance versus ACT Readiness Benchmarks, and identifies 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.

If a room supervisor observes a student engaging in any prohibited behaviors during testing, the student's test must be invalidated. When a test is invalidated, the score for that test will not be reported for that student on the Subject Proficiency by Student Report or in the Student Performance File. Instead, for each subject test that was invalidated, "INV" will be displayed, indicating that a score was not earned. An "X" will appear on the report for students for whom

a subject test was not administered. For the writing test, there are circumstances under which a student’s test may not be scorable. If the student response is in a language other than English, off-topic, illegible, or blank, a message will appear on the Current Progress Report indicating that the writing test was non-scorable, and “NS” will appear on the report for that student. In the Student Performance File, a code will appear indicating the reason the writing test was not scorable (“NE” = Not in English; “OT” = Off-Topic; “IL” = Illegible; “BL” = Test was left Blank). See figure 6 for examples of these notifications.

Kim White	431	X	430	430	426
Martin Fee	430	427	428	412	429
Philip Butterworth	430	427	410	428	429
Close or In Need of Support in 2+ subjects					
Ernest Schram	430	425	408	417	NS
Gloria Maynor	430	422	INV	417	427
Jose Martin	410	419	428	428	425
Benjamin Smith	430	400	413	402	423
Steven Rupert	421	410	426	414	421
Phillip Guess	400	415	403	414	419

■ Off Grade students tested below or above their current grade.
 ■ Close or In Need of Support
 ■ INV Invalid
 ■ NS Non-Scorable
 ■ X Not Tested

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Figure 6. Educator/group report notifications of non-scorable results

Current Progress Report

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

The Current Progress Report provides educators with an overall view of their classroom’s performance and their 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 ACT Aspire average Composite score (computed for grades 8, 9, and 10 only) and predicted average ACT Composite score (computed for grades 9 and 10 only) are shown on the report if the ACT Aspire 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 predicted score ranges for the ACT English, reading, mathematics, science and writing tests are reported on a 1–36 scale.

The “About Progress” section of the report explains the different points plotted on the longitudinal graphs. Spring 2015 is the first administration in which current and past average score points for students with score history appear. These are the gray circles plotted on the longitudinal graph. A prior-year test score encompasses any test score from the previous academic year (i.e., the 2014–2015 school year for spring 2016-tested students). Keep in mind that the time of testing during an academic year (fall or spring) can impact a student’s scores (students should score higher with more instructional time).

Supplemental Scores Report

How can additional performance measures inform decisions?

The Supplemental Scores Report aggregates 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 4 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. 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 Progress with Text Complexity measure is compared to a readiness level empirically derived from the ACT Readiness Benchmarks. Performance is categorized as either making "sufficient progress" or "insufficient progress." The educator/group report shows the percentage and number of students who made sufficient progress with text complexity and the percentage and number of students who 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 who scored in the ACT Readiness Range are shown first, followed by the percentage and *n*-count of students who 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 any of these levels (indicated as "none"). More information about career exploration with ACT Aspire can be found in appendix B.

Proficiency Summary Report

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

This report details a classroom’s performance in a given 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 aggregates the classroom/group performance in assessed skill areas for that subject.

Readiness Distribution

The readiness distribution graph (see figure 7) is a stacked bar graph that shows the number and percentage of students whose scores fell into each of the ACT Readiness Levels: Exceeding, Ready, Close, and In Need of Support. The total number of students assessed is identified 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.

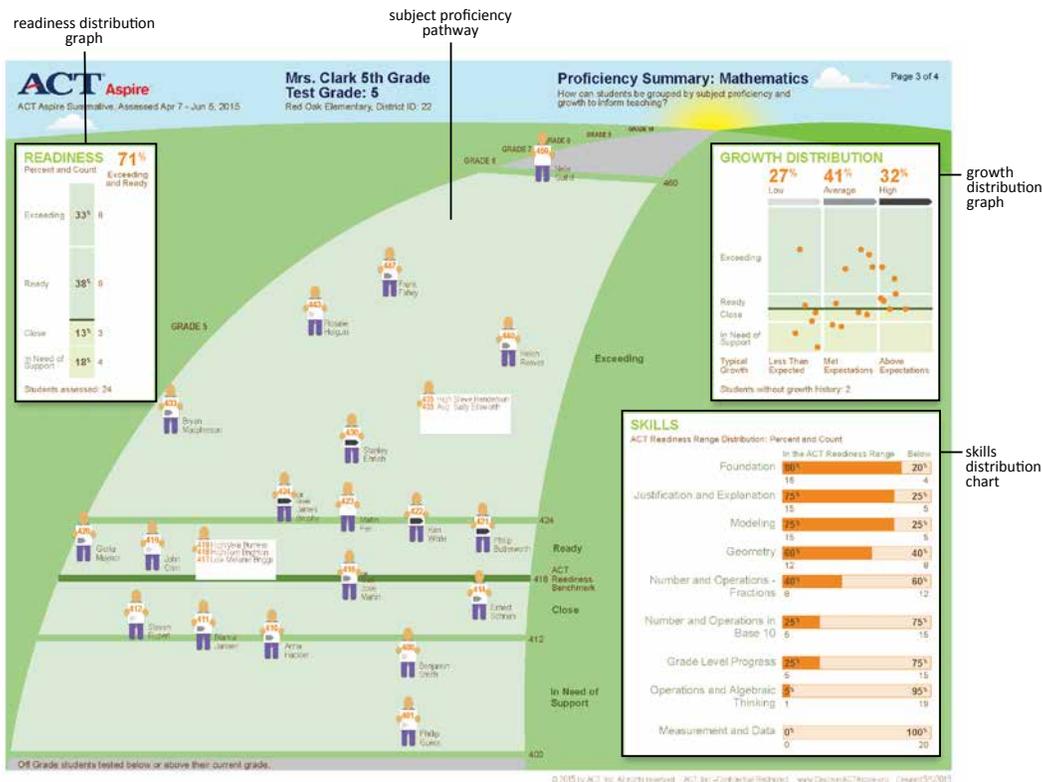


Figure 7. Proficiency Summary Report section of the educator/group reports

Student Proficiency Pathway

The student proficiency pathway (see figure 7) shows student images and names placed along a score “pathway.” The pathway shows a maximum of thirty students. The pathway visualizes the three ACT Readiness Levels and the ACT Readiness Benchmark for the grade and subject.

Individual student icons are placed on the pathway according to the scale score each student achieved. Scale scores are depicted on the white signs each icon holds in its 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 corner of the report. Light gray indicates the student is achieving low growth, dark gray indicates average growth, and black indicates high growth. Growth data is only shown if students have prior-year ACT Aspire scores available.

The student proficiency pathway shows educators where their students are in relation to subject performance and growth. For example, a student whose icon is depicted slightly below the benchmark with a high-growth indicator may not be of as much concern as a student whose icon is slightly above the benchmark with a low-growth indicator.

Growth Distribution

The growth distribution graph (see figure 7) 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 high ranges, and the percentage of students that fell into each of these categories is given at the top of the graph. If a student does not have prior-year scale score data available, an SGP cannot be calculated, and the student data will not be plotted on the graph. A note that indicates the number of students without growth history data is given below the distribution 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 7) summarizes 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?

The Skill Proficiency Report assists educators in quickly identifying students in need of extra support in 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. The report includes students' scale score performance, 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
- Current Progress
- Supplemental Scores
- Subject Proficiency by Demographic
- Skill Proficiency by Group

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?

The Subject Proficiency by Grade Level Report summarizes 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 Exceeding level (exceeded the benchmark), Ready level (met the benchmark), the Close level (within two Standard Errors of Measurement [SEMs] below the benchmark), and the In Need of Support level (below the Close level). The percentage of students nationally who performed in the Ready level is also graphically represented.

Current Progress Report

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

The Current Progress 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 ACT Aspire average Composite score (computed for grades 8, 9, and 10 only) and predicted average ACT Composite score (computed for grades 9 and 10 only) are shown on the report if the ACT Aspire 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 predicted score ranges for the ACT English, reading, mathematics, science and writing tests are reported on a 1–36 scale.

The "About Progress" section of the report explains the different points plotted on the longitudinal graphs. Spring 2015 is the first administration in which current and past average score points for students with score history appear. These are the gray circles plotted on the longitudinal graph. A prior-year test score encompasses any test score from the previous academic year (i.e., the 2014–2015 school year for spring 2016-tested students). Keep in mind that the time of testing during an academic year (fall or spring) can impact a student's scores (students should score higher with more instructional time).

Supplemental Scores Report

How can additional performance measures inform decisions?

The Supplemental Scores Report summarizes 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 8 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. 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 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.

Table 8. 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	✓	✓	✓	✓	✓	✓
Predicted average ACT subject score ^c	✓	✓	✓	✓	✓	✓
Predicted average ACT Composite score ^c	✓	✓				

^aGrades 8–10 only

^bReading only

^cEarly High School (Grades 9–10) only

- *Progress with Text Complexity.* A Progress with Text Complexity indicator is shown if the reading test was administered. Student performance on the Progress with Text Complexity measure is compared to an ACT Readiness Level empirically derived from the ACT Readiness Benchmarks. Performance is categorized as either making “sufficient progress” or “insufficient progress.” The school report shows the percentage and number of students who made sufficient progress with text complexity and the percentage and number of students who 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 who scored in the ACT Readiness Range are shown first, followed by the percentage and *n*-count of students who 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 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 any of these levels (indicated as “none”). More information about Career Exploration with ACT Aspire can be found in appendix B.

Subject Proficiency by Demographic Report

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

The Subject Proficiency by Demographic Report summarizes students’ performances by demographic group 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 two SEMs below the benchmark), and the In Need of Support level (below the Close level). The percentage of students nationally who performed in the Ready level is also graphically represented.

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, the Skill Proficiency by Group 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
- Current Progress
- Supplemental Scores
- Subject Proficiency by Demographic
- Subject Proficiency by School (for districts only)
- Subject Proficiency by District (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 option to drill down for more information in other reports (like the school report).

Glossary

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 grade 11.

ACT Readiness Level. These levels are defined as Exceeding, 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 A: Subject Assessments and Reporting Categories

Reading

ACT Aspire reading assessments determine whether students can understand what increasingly challenging texts say explicitly and what can reasonably be inferred from these texts, understand general academic and domain-specific language in the context in which it is used, and integrate knowledge and ideas from multiple texts.

Reporting Categories

Key Ideas and Details. The questions and tasks in this skill category assess students' ability to read texts closely; to determine central ideas and themes and summarize information and ideas accurately; and to understand sequential, comparative, and cause-effect relationships.

Craft and Structure. The questions and tasks in this skill category assess students' ability to determine word and phrase meanings and analyze an author's word choice rhetorically as well as influences on the English language, to analyze text structure, and to understand purpose and point of view in texts.

Integration of Knowledge and Ideas. The questions and tasks in this skill category assess students' ability to understand how arguments are constructed, to make connections to prior knowledge, and to make connections between and among texts.

English

ACT Aspire English assessments evaluate students' ability to revise and edit texts; to understand the rhetorical purpose and focus of a piece of writing in order to develop a topic effectively; to use strategies for logical organization, topical unity, and general cohesion; and to employ knowledge of language to ensure that writing is precise, concise, and stylistically consistent.

Reporting Categories

Production of Writing. The questions and tasks in this skill category assess students' ability to understand the rhetorical purpose and focus of a piece of writing in order to develop a topic effectively; to use strategies to achieve logical organization, topical unity, and general cohesion; and to ensure that writing is precise, concise, and stylistically consistent.

Knowledge of Language. The questions and tasks in this skill category assess students' ability to demonstrate effective language use through ensuring precision and concision in word choice and maintaining consistency in style and tone.

Conventions of Standard English. The questions and tasks in this skill category assess students' understanding of the conventions of standard English grammar, usage, and mechanics to revise and edit text.

Writing

ACT Aspire writing assessments are designed to provide a strong indication of whether students have the writing skills they will need to succeed as they begin work at their next grade level. Student responses are evaluated according to analytic rubrics that assess the generation, development, organization, and communication of ideas in standard written English.

Reporting Categories

Ideas and Analysis. This skill category assesses students' ability to generate ideas in response to a given writing task. The ideas are assessed based on the extent to which they lead to critical and complex argument, analysis, or reflection.

Development and Support. This skill category assesses students' ability to explore and explain their ideas. Skillful writers provide persuasive support for their claims, illustrate their ideas with well-chosen examples, or convey meaning through effective narration.

Organization. This skill category assesses students' ability to shape their ideas into a cohesive body of writing. Through effective organization, a writer builds a logical argument, provides a clearly sequenced explanation, or relays a coherent narrative.

Language Use and Conventions. This skill category assesses students' ability to communicate ideas in standard written English. Strong writers demonstrate command-of-language conventions and make purposeful stylistic choices to clarify and guide the reader's understanding.

Science

ACT Aspire science assessments assess students' science practices using real-world scientific scenarios. Scenarios in upper-grade assessments include student investigations, formal scientific research, formal scientific data from references, and students or scientists providing competing explanations for real scientific phenomena. At the earlier grades, topics generally focus on everyday student discovery rather than formal science.

Reporting Categories

Grades 3–5

Interpretation of Data. The questions and tasks in this skill category assess students' ability to manipulate and analyze student-gathered data presented in simple tables, graphs, and diagrams (e.g., select and compare data, find trends in data, convert a table into a simple graph, and extend from trends in data).

Scientific Investigation. The questions and tasks in this skill category assess students’ ability to understand experimental tools, procedures, and design (e.g., identify the factor the students changed during an investigation) and compare and extend investigations (e.g., describe differences between two student investigations).

Evaluation of Models, Inferences, and Experimental Results. The questions and tasks in this skill category assess students’ ability to judge the validity of simple scientific information and make conclusions and predictions based on that information (e.g., determine which set of data supports or weakens a student’s claim).

Grades 6–Early High School

Interpretation of Data. The questions and tasks in this skill category assess students’ ability to manipulate and analyze scientific data presented in tables, graphs, and diagrams (e.g., recognize trends in data, translate tabular data into graphs, interpolate and extrapolate, and reason mathematically).

Scientific Investigation. The questions and tasks in this skill category assess students’ ability to understand experimental tools, procedures, and design (e.g., identify variables and controls) and compare, extend, and modify experiments (e.g., predict the results of additional trials).

Evaluation of Models, Inferences, and Experimental Results. The questions and tasks in this skill category assess students’ ability to judge the validity of scientific information and formulate conclusions and predictions based on that information (e.g., determine which explanation for a scientific phenomenon is supported by new findings).

Mathematics

ACT Aspire mathematics assessments assess students’ ability to solve problems, explain and justify, and model with the mathematics up through the given grade.

Reporting Categories

Grade 3

Grade Level Progress. The questions and tasks in this skill category assess students’ understanding of and fluency in mathematics new to grade 3 and include Operations and Algebraic Thinking, Number and Operations in Base 10, Number and Operations—Fractions, Measurement and Data, and Geometry.

Foundation. The questions and tasks in this skill category assess students’ continued use and strengthening of mathematics learned in earlier grades.

Justification and Explanation. The tasks in this skill category assess students’ ability to explain mathematical reasons for why things work the way they do.

Modeling. The questions and tasks in this skill category assess students’ ability to connect problems to mathematical drawings and expressions that can help them understand the problem and figure out what to do.

Number and Operations—Fractions. The questions and tasks in this skill category assess students’ ability to understand fractions, especially unit fractions, as numbers and as parts of a whole; understand that different-looking fractions can be the same number; and compare two fractions based on the size of numerators or denominators.

Number and Operations in Base 10. The questions and tasks in this skill category assess students' ability to use place value to add and subtract within 1,000; to round to 10s and 100s; and to multiply 1-digit numbers by multiples of 10 that are 2-digit numbers.

Operations and Algebraic Thinking. The questions and tasks in this skill category assess students' ability to understand multiplying as finding the total number in equal-sized groups, and dividing as sharing equally; multiply and divide within 100; and write expressions using multiplication and division.

Geometry. The questions and tasks in this skill category assess students' ability to understand how sets of shapes (like rectangles and rhombuses) can be part of a larger set of shapes (like quadrilaterals) and how to divide shapes into parts with equal areas.

Measurement and Data. The questions and tasks in this skill category assess students' ability to understand measuring, show a set of measurements on a bar graph, find area using unit squares, connect multiplication to the area of a rectangle in terms of unit squares, and solve problems about perimeter and area.

Grade 4

Grade Level Progress. The questions and tasks in this skill category assess students' understanding of and fluency in mathematics new to grade 4 and include Operations and Algebraic Thinking, Number and Operations in Base 10, Number and Operations—Fractions, Measurement and Data, and Geometry.

Foundation. The questions and tasks in this skill category assess students' continued use and strengthening of mathematics learned in earlier grades.

Justification and Explanation. The tasks in this skill category assess students' ability to explain mathematical reasons for why things work the way they do.

Modeling. The questions and tasks in this skill category assess students' ability to connect problems to mathematical drawings and expressions that can help them understand the problem and figure out what to do.

Number and Operations—Fractions. The questions and tasks in this skill category assess students' ability to explain fraction equivalence, compare two fractions, add and subtract fractions (including mixed numbers) with like denominators, multiply a fraction by a whole number, and use decimal notation for fractions.

Number and Operations in Base 10. The questions and tasks in this skill category assess students' ability to understand place value for multidigit whole numbers and use this understanding to perform multidigit arithmetic.

Operations and Algebraic Thinking. The questions and tasks in this skill category assess students' ability to understand how to solve multistep word problems using operations with whole numbers, find factors and multiples of whole numbers within 1–100, and generate and analyze patterns that follow a given rule.

Geometry. The questions and tasks in this skill category assess students' ability to draw and identify lines and angles, classify shapes by properties of their lines and angles, and understand a line of symmetry in terms of folding along the line.

Measurement and Data. The questions and tasks in this skill category assess students' ability to solve problems involving measurement and conversion of measurements from a larger unit to a smaller unit in the same measurement system and to understand angle concepts and measure angles.

Grade 5

Grade Level Progress. The questions and tasks in this skill category assess students' understanding of and fluency in mathematics new to grade 5 and include Operations and Algebraic Thinking, Number and Operations in Base 10, Number and Operations—Fractions, Measurement and Data, and Geometry.

Foundation. The questions and tasks in this skill category assess students' continued use and strengthening of mathematics learned in earlier grades.

Justification and Explanation. The tasks in this skill category assess students' ability to explain mathematical reasons for why things work the way they do.

Modeling. The questions and tasks in this skill category assess students' ability to connect problems to mathematical drawings and expressions that can help them understand the problem and figure out what to do.

Number and Operations—Fractions. The questions and tasks in this skill category assess students' ability to use equivalent fractions to add and subtract fractions with unlike denominators, interpret fractions as division, interpret multiplication as scaling, multiply fractions, divide unit fractions by whole numbers and vice versa, and divide 4-digit numbers by 2-digit factors.

Number and Operations in Base 10. The questions and tasks in this skill category assess students' ability to understand how the value of a digit changes if it shifts one place; explain patterns when multiplying by a power of 10; and add, subtract, multiply, and divide decimals to hundredths and explain the calculation strategy.

Operations and Algebraic Thinking. The questions and tasks in this skill category assess students' ability to write expressions to record calculations; interpret numerical expressions without finding the value; and, for two rules, generate patterns, compare corresponding terms, and graph ordered pairs of corresponding terms.

Geometry. The questions and tasks in this skill category assess students' ability to graph points in the first quadrant to solve problems, classify two-dimensional figures into categories that have a hierarchy, and understand that properties of all figures in a category also apply to all figures in a subcategory.

Measurement and Data. The questions and tasks in this skill category assess students' ability to convert within a given measurement system, understand volume in terms of unit cubes, and relate volume to multiplication and addition.

Grade 6

Grade Level Progress. The questions and tasks in this skill category assess students' understanding of and fluency in mathematics new to grade 6 and include Ratios and Proportional Relationships, The Number System, Expressions and Equations, Geometry, and Statistics and Probability.

Foundation. The questions and tasks in this skill category assess students' continued integration, strengthening, and application of mathematics learned in earlier grades.

Justification and Explanation. The tasks in this skill category assess students' ability to explain reasons behind mathematical statements, results, and procedures.

Modeling. The questions and tasks in this skill category assess students' ability to demonstrate their modeling skills by creating, interpreting, evaluating, and improving mathematical models.

The Number System. The questions and tasks in this skill category assess students' ability to divide fractions by fractions and explain why procedures make sense, explain and use relationships between a positive whole number or fraction and its negative counterpart, and understand absolute value as distance from zero.

Expressions and Equations. The questions and tasks in this skill category assess students' ability to apply arithmetic understandings to algebraic expressions, understand what solving an equation means, solve one-variable equations and inequalities, write an equation to represent a quantity in terms of a related quantity and analyze the relationship, and assess numerical expressions with whole-number exponents.

Ratios and Proportional Relationships. The questions and tasks in this skill category assess students' ability to understand ratio concepts, including unit rate; connect rate relationships to multiplication and division and to equivalent fractions; and use ratio reasoning to solve problems.

Geometry. The questions and tasks in this skill category assess students' ability to rearrange parts of triangles and special quadrilaterals to form rectangles and connect to area formulas; decompose shapes, including nets, into triangles and rectangles to find area and surface area; understand why the volume formula works for right rectangular prisms with fractional dimensions; and draw polygons in the coordinate plane.

Statistics and Probability. The questions and tasks in this skill category assess students' ability to recognize statistical questions as expecting variability across a population, display data in plots on the number line, and summarize data in relation to context.

Grade 7

Grade Level Progress. The questions and tasks in this skill category assess students' understanding of and fluency in mathematics new to grade 7 and include Ratios and Proportional Relationships, The Number System, Expressions and Equations, Geometry, and Statistics and Probability.

Foundation. The questions and tasks in this skill category assess students' continued integration, strengthening, and application of mathematics learned in earlier grades.

Justification and Explanation. The tasks in this skill category assess students' ability to explain reasons behind mathematical statements, results, and procedures.

Modeling. The questions and tasks in this skill category assess students' ability to demonstrate their modeling skills by creating, interpreting, evaluating, and improving mathematical models.

The Number System. The questions and tasks in this skill category assess students' ability to understand how addition, subtraction, multiplication, and division extend to negative integers and fractions and to convert a fraction to decimal form and know it must terminate in zeroes or eventually repeat.

Expressions and Equations. The questions and tasks in this skill category assess students' ability to use properties of operations to create equivalent expressions, solve problems using numerical and algebraic expressions and simple equations, and compare solving algebraically to solving arithmetically.

Ratios and Proportional Relationships. The questions and tasks in this skill category assess students' ability to recognize, represent, and analyze proportional relationships between quantities and solve multistep ratio and percent problems and to compute unit rates from ratios of fractions.

Geometry. The questions and tasks in this skill category assess students' ability to describe geometric relationships, for example, about scale drawings; construct triangles with given angle measures or side lengths; solve problems involving area, surface area, and volume; and describe how circumference and area are related for a circle.

Statistics and Probability. The questions and tasks in this skill category assess students' ability to understand that random sampling produces samples that tend to represent the population, compare populations based on random samples, interpret probability in terms of likelihood, and find probability using organized lists or drawings.

Grade 8

Grade Level Progress. The questions and tasks in this skill category assess students' understanding of and fluency in mathematics new to grade 8 and include The Number System, Expressions and Equations, Functions, Geometry, and Statistics and Probability.

Foundation. The questions and tasks in this skill category assess students' continued integration, strengthening, and application of mathematics learned in earlier grades.

Justification and Explanation. The tasks in this skill category assess students' ability to explain reasons behind mathematical statements, results, and procedures.

Modeling. The questions and tasks in this skill category assess students' ability to demonstrate their modeling skills by creating, interpreting, evaluating, and improving mathematical models.

The Number System. The questions and tasks in this skill category assess students' ability to recognize decimal expansion of numbers, understand rational numbers as those whose decimal expansions eventually repeat, approximate irrational numbers, and convert the form of rational numbers.

Expressions and Equations. The questions and tasks in this skill category assess students' ability to work with integer exponents, scientific notation, square roots, and cube roots; connect proportional relationships, lines, and linear equations; and solve linear equations and pairs of linear equations.

Functions. The questions and tasks in this skill category assess students' ability to understand functions in terms of input-output using rules, tables, graphs, and descriptions; understand $y = mx + b$ as a linear function with constant rate of change; and model with linear functions.

Geometry. The questions and tasks in this skill category assess students' ability to understand congruence and similarity in terms of rotations, reflections, translations, and dilations; understand the Pythagorean Theorem; and find volumes of cylinders, cones, and spheres.

Statistics and Probability. The questions and tasks in this skill category assess students' ability to use patterns of association between 2 quantities as seen in scatterplots and in 2-way frequency tables, and, for appropriate scatterplots, model with a linear function and interpret slope and intercept.

Early High School

Grade Level Progress. The questions and tasks in this skill category assess students' understanding of and fluency in mathematics new to the early high school grades (grades 9 and 10) and include Number and Quantity, Algebra, Functions, Geometry, and Statistics and Probability.

Foundation. The questions and tasks in this skill category assess students' continued integration, strengthening, and application of mathematics learned in earlier grades.

Justification and Explanation. The tasks in this skill category assess students' ability to explain reasons behind mathematical statements, results, and procedures.

Modeling. The questions and tasks in this skill category assess students' ability to demonstrate their modeling skills by creating, interpreting, evaluating, and improving mathematical models.

Number and Quantity. The questions and tasks in this skill category assess students' ability to understand how properties of exponents extend to all rational numbers, rewrite radical expressions in terms of rational exponents, use units to solve problems, and understand numbers in terms of decimal expansion.

Algebra. The questions and tasks in this skill category assess students' ability to see structure in expressions; perform operations on polynomials; create equations; understand and explain solving as a reasoning process; and solve linear equations and inequalities, or pairs of these, and quadratic equations.

Functions. The questions and tasks in this skill category assess students' ability to interpret functions in different representations; understand average rate of change; and build and model with functions; all with a focus on linear, exponential, quadratic, square-root, absolute value, and piecewise-defined functions.

Geometry. The questions and tasks in this skill category assess students' ability to apply and derive geometric relationships and explain geometric reasoning related to congruence, similarity, lines, angles, triangles, parallelograms, circles, and distance; and to model with geometric objects.

Statistics and Probability. The questions and tasks in this skill category assess students' ability to compare distributions and interpret differences, interpret 2-way frequency tables and conditional probability in context, fit models to scatterplots and examine residuals, understand randomization in surveys and experiments, and find probability for sampling with and without replacement.

Appendix B: 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, reading, mathematics, and science must be taken to receive a Composite score) with predicted performance toward the ACT National Career Readiness Certificate (ACT NCRC).

The ACT NCRC, awarded based on ACT WorkKeys® test results, is a portable credential that demonstrates achievement and is based on assessment level scores associated with workplace employability skills in three areas: applied mathematics, locating information, and reading for information. 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 [*The ACT National Career Readiness Certificate and Job Requirements*](#).

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.

Appendix C: College and Career Planning

ACT Aspire is a good indicator of students' academic success, but college and career readiness is more than just academics: college and career plans need to be aligned, too. With ACT Profile, ACT now offers free tools to help students, counselors, educators, and parents with the full college and career planning process. ACT Profile is a college and career planning community that students can use along with academic information to identify education and career opportunities and make smarter decisions about their next steps after high school and college.

ACT Profile is built on over thirty years' worth of ACT research and in-depth information around education and career opportunities. It offers self-assessments to pinpoint unique interests, values, and abilities. Based on students' answers, personalized results are populated onto interactive career and major maps. From there, students can explore more information about specific schools, majors, and careers. They can also save their favorites and share them with others, including counselors.

Now that your students have received their ACT Aspire score, you can work with them to help them understand how their ACT Aspire score fits into their college and career planning. You can use their predicted ACT score range from their ACT Aspire score report and the interest inventory within ACT Profile to better gauge college and career readiness and inform college and career exploration.

Visit www.act.org/profile and get started today.

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