Webinar: Implementing PLAN
Get to Know ACT

An independent, not-for-profit organization:

• Providing assessment, research, information and program management services

• Over 100 programs/services in education and workforce

• Headquarters--Iowa City, IA

• Governed by-
  14 Board of Directors,
  Representation from all 50 States
  Two Advisory Boards--Education/Workforce
Get to Know ACT

• Helping people achieve and college and career success
• Celebrated 52 years of not-for-profit service
• Grounded in research
• National leader in college and career readiness awareness
• An organization dedicated to offering P-16 solutions
ACT Mission & Values

OUR MISSION
Helping people achieve education and workplace success.

OUR VALUES
Excellence in all aspects of our work
Mutual respect, fairness, and visionary leadership
Diversity in people and ideas
Individual growth and development
Courteous, responsive, ethical relations with clients and colleagues
Conscientious citizenship and constructive engagement in civic life
Partnerships with other organizations
North Carolina’s College and Career Readiness System

Longitudinal Assessments

- **EXPLORE**
  - 8th–9th Grade
  - Score Scale: 1—25
  - English, math, reading, science

- **PLAN**
  - 10th Grade
  - Score Scale: 1—32
  - Optional Writing Test (ACT only)

- **ACT**
  - 11th–12th Grade
  - Score Scale: 1—36
  - Career Readiness Gauge

Career/CTE

- **WorkKeys**
  - 12th Grade
  - Career Readiness Gauge
  - Students completing a CTE sequence

The College Readiness System is a comprehensive program intended to help states implement the policy actions necessary to help prepare every student for college and work. The system is a fully aligned, research-based solution.
North Carolina’s Accountability Assessments

11th–12th Grade
Score Scale: 1—36

English, Math, Reading, Science, Writing
Career and Educational Components

&

12th Grade
Career Readiness Gauge

Reading, Math, Locating Information

The College Readiness System is a comprehensive program intended to help states implement the policy actions necessary to help prepare every student for college and work. The system is a fully aligned, research-based solution.
Common Score Scale
College Readiness System Scores

EXPLORE®

8th/9th Grade

25

PLAN®

10th Grade

32

The ACT®

11th/12th Grade

36
PLAN and the Common Core

- ACT’s College and Career Readiness Standards and the Common Core State Standards very closely aligned.
- These standards are competitive world wide.
- These standards are high and challenging on their own.
PLAN®

- Curriculum-based achievement test that measures college readiness
- Typically administered in the 10th grade
- Provides a midpoint assessment of academic progress toward college and career readiness when used with EXPLORE and the ACT
- Most powerful predictor of performance on the ACT
- Used for course placement including dual-enrollment/rigorous courses
- Career Interest Inventory and educational/career plans collected
## Content Breakdown

<table>
<thead>
<tr>
<th>Test</th>
<th>Questions</th>
<th>Minutes</th>
<th>Content</th>
</tr>
</thead>
<tbody>
<tr>
<td>English</td>
<td>50</td>
<td>30</td>
<td>Measures standard written English and rhetorical skills.</td>
</tr>
<tr>
<td>Mathematics</td>
<td>40</td>
<td>40</td>
<td>Measures mathematical skills students have typically acquired in courses taken up to the beginning of grade 10.</td>
</tr>
<tr>
<td>Reading</td>
<td>20</td>
<td>25</td>
<td>Measures reading comprehension.</td>
</tr>
<tr>
<td>Science</td>
<td>25</td>
<td>30</td>
<td>Measures the interpretation, analysis, evaluation, reasoning, and problem-solving skills required in the natural sciences.</td>
</tr>
</tbody>
</table>
PLAN for North Carolina

Who may test?
• Testing is for all grade 10 public and charter school students.

When can I test?
• The test window is December 5 – December 16.
  Schools/districts schedule testing anytime within that window. Make-ups must be done within the test window.

Who may order?
• Districts may order for their schools.
• Charter schools may enter their own orders.

Will there be pre-ID labels?
• Pre-ID labels will be provided (The Pre-Id Labels will be shipped separately from test materials)
Testing Materials
PLAN for North Carolina

How do Schools and Districts order?

- Use our online order website - [http://www.act.org/aap/orders/northcarolina/plan](http://www.act.org/aap/orders/northcarolina/plan) -- the order window was October 17 – November 7th.
- Enter the total number of 10th grade students testing at each school.
- Enter the number of accommodated testing materials needed at each school.
- For PLAN accommodations requests should be supported by a student’s IEP or 504 Plan at the school (on file at school within last three years)
- Accommodated materials include audio CDs, Reader’s Scripts, Large Print Test Books, and Braille Test Books.
Accommodations

• Students with physical or learning disabilities who cannot complete PLAN tests in the standard time limits, using standard testing materials, may be tested under special conditions and/or using accommodated testing materials from ACT. ALL non-test portions of the PLAN program can be completed with the assistance of a reader or scribe in an untimed setting.

• Administration of PLAN with accommodations is at the discretion of the School personnel. However ACT recommends accommodated administration of PLAN only for students with documented disabilities, and who have been professionally diagnosed as physically or learning disabled.
Accommodations allowed if students require the following:

- an audio CD or Braille version of test
- a reader script - must use reader script prepared by ACT (test in separate room just as required while taking the ACT)
- a scribe to record student responses (in separate room just as required while taking the ACT)
- additional breaks with standard time
- separate test sessions
- testing over multiple days
- extended time to complete test
- a sign language interpreter
Preparing Students

- Review benefits of PLAN
  - Career exploration
  - Planning high school courses
  - Preparing for college

- Encourage student to receive college mail
  - (Educational Opportunity Service)

- Send home “Why Take PLAN?”

- Have brief career discussion

- Provide brief explanation about interest inventories

- Schedule a pre-test session for non-cognitive section
Testing Environment

- Testing room
  - Avoid auditoriums and cafeterias
  - It’s about space, privacy and limited distractions
- Room supervisor (required in each room)
- Proctor – (required for groups over 25)
  - (an additional proctor is required for each additional 25)
- Stop watch or interval timer
- Extra pencils and a pencil sharpener
PLAN for North Carolina

When will I receive my PLAN test materials?

• Materials will be shipped to schools to arrive before Thanksgiving.

• Follow the information in your PLAN Supervisor’s Manual – it contains complete information and instructions regarding the Test Administration procedures.
Important Resources
Testing Materials

What materials do I receive?

- Test Supervisor’s Manual
- Room Supervisor’s Manuals (1 per 20 students)
- “Why Take PLAN?” Handouts
  - Available in Spanish
- Instructions for Completing your Answer Folder
- Test Booklets Form
- Answer Folders
- School Header
- Return Envelopes
Day of Testing

What do the Students Need?

- Pencils
- Instructions for Completing your Answer Folder
- Answer Folder
- Test Booklet Form
- Supplemental Local Items
  - Developed by District/School
Administering PLAN

PLAN Part 1
Non Cognitive (45-60 minutes)
- Student Information
- Plans and Background
- Needs Assessment
- Supplemental Local Items
- UNIACT Interest Inventory
  - 72 Questions

- Can be done on a separate day prior to the academic test.
Administering PLAN

PLAN Part 2

Academic Sections (120 minutes)

- English 50 Items (30 minutes)
- Math 40 Items (40 minutes)
  - Calculators Allowed (page 9) on Math only
- Break (5 minutes)
- Reading 25 Items (20 minutes)
- Science 30 Items (25 minutes)

Students Must Complete All Sections
## English Test: 2 sub-scores

<table>
<thead>
<tr>
<th>Topic</th>
<th>PLAN</th>
</tr>
</thead>
<tbody>
<tr>
<td>Punctuation</td>
<td>7 (.14)</td>
</tr>
<tr>
<td>Grammar and Usage</td>
<td>9 (.18)</td>
</tr>
<tr>
<td>Sentence Structure</td>
<td>14 (.28)</td>
</tr>
<tr>
<td>Strategy</td>
<td>6 (.12)</td>
</tr>
<tr>
<td>Organization</td>
<td>7 (.14)</td>
</tr>
<tr>
<td>Style</td>
<td>7 (.14)</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>50</strong></td>
</tr>
</tbody>
</table>

- **Passages**: 4
- **Passage Length**: 300 Words
# Mathematics Test

**PLAN: 2 sub-scores**

<table>
<thead>
<tr>
<th>Content Area</th>
<th>PLAN</th>
</tr>
</thead>
<tbody>
<tr>
<td>Basic Statistical/Probability Concepts</td>
<td></td>
</tr>
<tr>
<td>Pre-Algebra</td>
<td>14  (.35)</td>
</tr>
<tr>
<td>Elementary Algebra</td>
<td>8   (.20)</td>
</tr>
<tr>
<td>Pre-Geometry</td>
<td></td>
</tr>
<tr>
<td>Plane Geometry</td>
<td>11  (.27)</td>
</tr>
<tr>
<td>Coordinate Geometry</td>
<td>7   (.18)</td>
</tr>
<tr>
<td>Intermediate Algebra</td>
<td></td>
</tr>
<tr>
<td>Trigonometry</td>
<td></td>
</tr>
<tr>
<td><strong>Subscores</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>40</td>
</tr>
</tbody>
</table>
## Reading Test

### Content Area

<table>
<thead>
<tr>
<th>Content Area</th>
<th>PLAN</th>
</tr>
</thead>
<tbody>
<tr>
<td>Prose Fiction</td>
<td>8 (.32)</td>
</tr>
<tr>
<td>Humanities</td>
<td>9 (.36)</td>
</tr>
<tr>
<td>Social Sciences</td>
<td>8 (.32)</td>
</tr>
<tr>
<td>Natural Sciences</td>
<td></td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>25</td>
</tr>
</tbody>
</table>

### Passages

- **3**
- **500 Words**
# Science Test - Passages

## Content Area

<table>
<thead>
<tr>
<th>Content Area</th>
<th>PLAN</th>
</tr>
</thead>
<tbody>
<tr>
<td>Life Science</td>
<td></td>
</tr>
<tr>
<td>Physical Science</td>
<td></td>
</tr>
<tr>
<td>Earth/Space Science</td>
<td>1-2*</td>
</tr>
<tr>
<td>Biology</td>
<td>1-2*</td>
</tr>
<tr>
<td>Chemistry</td>
<td>1-2*</td>
</tr>
<tr>
<td>Physics</td>
<td>1-2*</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>5</strong></td>
</tr>
</tbody>
</table>

*At least one topic is required in this content area, and some test forms may have two topics. No more than two topics in a particular content area are allowed.*
# Science Test

<table>
<thead>
<tr>
<th>Stimulus Material</th>
<th>PLAN</th>
</tr>
</thead>
<tbody>
<tr>
<td>Data Representation</td>
<td>10 (.33)</td>
</tr>
<tr>
<td>Research Summaries</td>
<td>14 (.47)</td>
</tr>
<tr>
<td>Conflicting Viewpoints</td>
<td>6 (.20)</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>30</strong></td>
</tr>
</tbody>
</table>
Post Testing Activity

What Do We Do Once Testing is Over?

- Collect Answer Folders
  - Ensure Student Information is Entered
  - Ensure Pencil Marks are Complete

- Collect Test Booklets
  - Students Should Write First and Last Name on Test Booklet. Test booklets are returned to the students with their score reports.
Post Testing Activity

What Do We Do Once Testing is Over?

- Fill Out School Header
- Pre-printed Label will be on header
Post Testing Activity

What Do We Do Once Testing is Over?

- Place Answer Folders in ACT Envelope
- Each School Mails In Answer Folders to ACT
  - We use a traceable mailing method

Figure 12. Packaging EXPLORE Answer Folders for Scoring
PLAN for North Carolina

What do I need to know about returning materials?

• All answer documents must be returned to ACT no later than January 13, 2012.
• A pre-paid, traceable mailing label and a polymailer envelope will be provided for return of answer documents.
Reporting Package

Schools will receive:
- Aggregate Reports and Supporting Materials
- Student Score Reports (2)
- Student Score Labels
- Using Your PLAN Results
- Roster of Student Records
- Profile Summary Report by School
- Presentation Packet
- Item Response Summary Report
- Early Intervention Rosters
- Data File CD

Districts will receive:
- Profile Summary Report by District
- Item Response Summary Report by District
- District Data File CD
- Copies of School Profile Summary Reports
PLAN Aggregate Reports

• Student Roster
  • Students listed by name, with scores/percentiles

• Profile Summary
  • A plethora of student performance data from the admin.

• Presentation Packet
  • Charts displaying PLAN results in the Profile Summary

• Early Intervention Roster
  • Four lists: Students not planning to complete HS; students with composites over 16 but with no post HS plans; Students with college plans and composites below 16; expressed need for help

• Item Response Summary
  • Item-by-item performance of examinees
When will PLAN reports be available?

• PLAN School Level Reports:
  – Shipped to Schools within 10 days following receipt by ACT.

• PLAN District Level Reports:
  – Shipped 10 days after the completion of all school level reports for a district.
Student Score Report

- Scores
- Course Plans
- College Readiness Benchmarks
- College/Career Plans
- Needs Assessment
- Career Interest Inventory
- Item Analysis
### Your Scores

<table>
<thead>
<tr>
<th>Section</th>
<th>Score Range (1-36)</th>
<th>Score</th>
<th>In the U.S. (Percentile Rank)</th>
<th>In Your School</th>
<th>In Your State</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Composite Score</strong></td>
<td></td>
<td>18</td>
<td>64%</td>
<td>66%</td>
<td>67%</td>
</tr>
<tr>
<td><strong>English</strong></td>
<td></td>
<td>18</td>
<td>65%</td>
<td>67%</td>
<td>67%</td>
</tr>
<tr>
<td>Usage/Mechanics (1-16)</td>
<td>10</td>
<td></td>
<td>77%</td>
<td>81%</td>
<td></td>
</tr>
<tr>
<td>Rhetorical Skills (1-16)</td>
<td>9</td>
<td></td>
<td>64%</td>
<td>64%</td>
<td></td>
</tr>
<tr>
<td><strong>Mathematics</strong></td>
<td></td>
<td>19</td>
<td>73%</td>
<td>75%</td>
<td>75%</td>
</tr>
<tr>
<td>Pre-Alg/Algebra (1-16)</td>
<td>13</td>
<td></td>
<td>90%</td>
<td>91%</td>
<td></td>
</tr>
<tr>
<td>Geometry (1-16)</td>
<td>8</td>
<td></td>
<td>53%</td>
<td>56%</td>
<td></td>
</tr>
<tr>
<td><strong>Reading</strong></td>
<td></td>
<td>15</td>
<td>41%</td>
<td>46%</td>
<td>56%</td>
</tr>
<tr>
<td><strong>Science</strong></td>
<td></td>
<td>20</td>
<td>78%</td>
<td>82%</td>
<td>82%</td>
</tr>
</tbody>
</table>
Your High School Course Plans Compared to Core

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

<table>
<thead>
<tr>
<th>Year</th>
<th>0</th>
<th>1 Year</th>
<th>2 Years</th>
<th>3 Years</th>
<th>4 Years</th>
<th>5+ Years</th>
</tr>
</thead>
<tbody>
<tr>
<td>English</td>
<td>You:</td>
<td>Core:</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Mathematics</td>
<td>You:</td>
<td>Core:</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Social Studies</td>
<td>You:</td>
<td>Core:</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Science</td>
<td>You:</td>
<td>Core:</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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

College Readiness

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

<table>
<thead>
<tr>
<th>Benchmark Scores (10th Grade)</th>
<th>Below</th>
<th>At</th>
<th>Above</th>
</tr>
</thead>
<tbody>
<tr>
<td>English</td>
<td>15</td>
<td></td>
<td>✔</td>
</tr>
<tr>
<td>Mathematics</td>
<td>19</td>
<td>✔</td>
<td></td>
</tr>
<tr>
<td>Reading</td>
<td>17</td>
<td>✔</td>
<td></td>
</tr>
<tr>
<td>Science</td>
<td>21</td>
<td>✔</td>
<td></td>
</tr>
</tbody>
</table>

About Your Scores. One or more of your PLAN scores fall below the benchmark scores that show readiness for college-level work. Suggestions for improving your skills are listed on the back of this report. Also, talk to your counselor or teacher about courses that can improve your skills. Check college websites to learn more about their admission requirements.
# College Readiness Benchmark Scores

<table>
<thead>
<tr>
<th>Test</th>
<th>College Course</th>
<th>EXPLORE</th>
<th>PLAN</th>
<th>The ACT</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>8th Grade</td>
<td>9th Grade</td>
<td></td>
</tr>
<tr>
<td>English</td>
<td>English Composition</td>
<td>13</td>
<td>14</td>
<td>15</td>
</tr>
<tr>
<td>Math</td>
<td>Algebra</td>
<td>17</td>
<td>18</td>
<td>19</td>
</tr>
<tr>
<td>Reading</td>
<td>Social Sciences</td>
<td>15</td>
<td>16</td>
<td>17</td>
</tr>
<tr>
<td>Science</td>
<td>Biology</td>
<td>20</td>
<td>20</td>
<td>21</td>
</tr>
</tbody>
</table>

*The ACT Benchmark Score indicates a 50% chance of obtaining a “B” or a 75% chance of obtaining a “C” in corresponding credit-bearing college courses.*
## ACT’s College Readiness Standards™ — Mathematics

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>13–15</strong> Perform one-operation computation with whole numbers and decimals</td>
<td>Calculate the average of a list of positive whole numbers</td>
<td>Recognize equivalent fractions and fractions in lowest terms</td>
<td>Exhibit knowledge of basic expressions (e.g., identify an expression for a total as $b + g$)</td>
</tr>
<tr>
<td>Solve problems in one or two steps using whole numbers</td>
<td>Perform a single computation using information from a table or chart</td>
<td></td>
<td>Solve equations in the form $x + a = b$, where $a$ and $b$ are whole numbers or decimals</td>
</tr>
<tr>
<td>Perform common conversions (e.g., inches to feet or hours to minutes)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>16–19</strong> Solve routine one-step arithmetic problems (using whole numbers, fractions, and decimals) such as single-step percent</td>
<td>Calculate the average of a list of numbers</td>
<td>Recognize one-digit factors of a number</td>
<td>Substitute whole numbers for unknown quantities to evaluate expressions</td>
</tr>
<tr>
<td>Solve some routine two-step arithmetic problems</td>
<td>Calculate the average, given the number of data values and the sum of the data values</td>
<td>Identify a digit’s place value</td>
<td>Solve one-step equations having integer or decimal answers</td>
</tr>
<tr>
<td></td>
<td>Read tables and graphs</td>
<td></td>
<td>Combine like terms (e.g., $2x + 5x$)</td>
</tr>
<tr>
<td></td>
<td>Perform computations on data from tables and graphs</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Use the relationship between the probability of an event and the probability of its complement</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
More Info at www.planstudent.org

Your Estimated ACT Composite Score Range
19-23
Use this score range to help plan for college.

Your Educational Plans for After High School
Graduate/Professional Studies

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

<table>
<thead>
<tr>
<th>Admission Standard</th>
<th>Typical Scores</th>
</tr>
</thead>
<tbody>
<tr>
<td>Open</td>
<td>16–21</td>
</tr>
<tr>
<td>Traditional</td>
<td>18–24</td>
</tr>
<tr>
<td>Selective</td>
<td>21–26</td>
</tr>
<tr>
<td>Highly Selective</td>
<td>25–30</td>
</tr>
</tbody>
</table>

Profile for Success

Your Career Area Preference
No Response

There's no profile based on your response. Successful college sophomores typically have ACT Composite scores of:

22-26
See Using Your PLAN Results.
<table>
<thead>
<tr>
<th>Your reported needs</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>• Making plans for my education, career, and work after high school</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Improving my writing skills</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Improving my reading speed and comprehension</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Improving my study skills</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Improving my mathematical skills</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Improving my computer skills</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Improving my public speaking skills</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Your Career Possibilities

**STEP 1: You and the World of Work**
The World-of-Work Map is your key to hundreds of jobs in the work world. The Map shows 26 Career Areas (groups of similar jobs) according to their basic work tasks involving people, things, data, and ideas.

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

**STEP 2: Your Interests**
When you completed PLAN you were asked to:
- choose a Career Area you would like
- complete an Interest Inventory

Your results are shown on the World-of-Work Map below.
- Your Career Area choice was missing
- Your interest inventory results suggest that you may enjoy jobs in map regions 5 and 6. See the Career Areas in those regions.

**STEP 3: Exploring Career Options**
The Career Area List below shows examples of jobs in each of the 26 Career Areas. Review all of the Career Areas, especially any that are shaded.

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

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

---

**World-of-Work Map**

**Career Area List**

A. Employment-Related Services
   - Human Resources Manager; Recruiter; Interviewer
   - Executive; Office Manager; Hotel/Motel Manager
   - Food Service; Food Service Manager
   - Field Service; Field Service Manager

B. Marketing & Sales
   - Advertising; Sales Representative; Retailer
   - Healthcare; Healthcare Manager

C. Management
   - Executive; Manager; Supervisor
   - Healthcare; Healthcare Manager
   - Retail; Retail Manager
   - Government; Government Manager

D. Regulation & Protection
   - Food Inspector; Police Officer; Detective
   - Security; Security Officer

E. Communications & Records
   - Secretary; Court Reporter; Office Clerk
   - Computer & Information Systems

F. Financial Transactions
   - Accountant; Bank Teller; Budget Analyst

G. Distribution & Dispatching
   - Warehouse Supervisor; Air Traffic Controller

H. Transport Operations & Related
   - Truck Driver; Ship Captain; Pilot

I. Agriculture, Forestry & Related
   - Farmer; Nursery Manager; Forester

J. Computer & Information Sciences
   - Programmer; Systems Analyst; Desktop Publisher; Anchor

K. Construction & Maintenance
   - Carpenter; Electrician; Bricklayer

L. Crafts & Related
   - Cabinetmaker; Tailor; Chef; Jeweler

M. Manufacturing & Processing
   - Tool & Die Maker; Machinist; Welder; Dry Cleaner

N. Mechanical & Electrical Specialties
   - Auto Mechanic; Aircraft Mechanic; Office Machine Repairer

O. Engineering & Technologies
   - Engineers (Civil, etc.); Technicians (Laser, etc.); Architect

P. Natural Science & Technologies
   - Physical; Biologist; Chemist; Statistician

Q. Medical Technologies (also see Area W)
   - Radiographer; X-Ray Technician; Physicist; Biologist; Chemist; Statistician

R. Medical Diagnosis & Treatment (also see Area W)
   - Physician; Radiologist; Dentist; Veterinarian; Nurse Anesthetist

S. Social Sciences
   - Sociology; Political Science; Economics; Urban Planning

T. Applied Arts (Visual)
   - Artists; Illustrator; Photographer; Interior Designer

U. Creative & Performing Arts
   - Writer; Musician; Singer; Dancer; TV/Movie Director

V. Applied Arts (Written & Spoken)
   - Reporter; Columnist; Editor; Librarian

W. Health Care (also see Areas Q and R)
   - Medical Assistant; Dental Assistant; Licensed Practical Nurse

X. Education
   - Administration; Athletic Coach; Teacher

Y. Community Services
   - Social Worker; Lawyer; Paralegal; Counselor; Clergy

Z. Personal Services
   - Waiter/Waitress; Barber; Cosmetologist; Travel Guide

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Information for Counselors

Scores: R5 I7 A5 S6 E9 C7

% Like, Indifferent, Dislike: 24—65—21

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### Your Skills

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

#### Content Areas

**To improve your skills you can:**

<table>
<thead>
<tr>
<th>Topic Development</th>
<th>Content Areas</th>
</tr>
</thead>
<tbody>
<tr>
<td>Read closely writers like George Orwell, James Baldwin, Sandra Cisneros, or Tony Hillerman.</td>
<td></td>
</tr>
<tr>
<td>Write longer and more sophisticated essays.</td>
<td></td>
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<tr>
<td>Describe the main idea of a paper you wrote.</td>
<td></td>
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<tr>
<td>Read writing about current events that don’t fit the topic.</td>
<td></td>
</tr>
<tr>
<td>Organization</td>
<td>Content Areas</td>
</tr>
<tr>
<td>Discuss problem-solving or compare-contrast papers, using appropriate transition words or phrases like because of, therefore.</td>
<td></td>
</tr>
<tr>
<td>Have a classroom read your paper and mark parts where more information is needed.</td>
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<tr>
<td>Try several types of error papers (research, starting information, a question, main points, etc.).</td>
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</tr>
<tr>
<td>See how each changed the rest of the paper.</td>
<td></td>
</tr>
<tr>
<td>Word Choice</td>
<td>Content Areas</td>
</tr>
<tr>
<td>Read a published essay and note the way words, details, and sentence lengths can create tone.</td>
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</tr>
<tr>
<td>Continue learning the uses and meanings of transition words and phrases like however, and otherwise, and practice their use in your writing.</td>
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</tr>
<tr>
<td>Sentence Structure</td>
<td>Content Areas</td>
</tr>
<tr>
<td>Use increasingly sophisticated sentences, handling effectively such elements as introductory phrases like “in the past…”</td>
<td></td>
</tr>
<tr>
<td>Usage</td>
<td>Content Areas</td>
</tr>
<tr>
<td>Become familiar with commonly used idioms like “the devil you know.”</td>
<td></td>
</tr>
<tr>
<td>Check each verb to make sure it matches the subject in number and person, even when other pronouns are used.</td>
<td></td>
</tr>
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<td>Check each verb and make sure it matches the subject in number and person, even when other pronouns are used.</td>
<td></td>
</tr>
<tr>
<td>Punctuation</td>
<td>Content Areas</td>
</tr>
<tr>
<td>Use commas to set off expressions that aren’t essential to the sentence (for example, “It’s hot. In spite of all the bad reviews, I wanted to see the movie.”)</td>
<td></td>
</tr>
<tr>
<td>Use commas that create unnecessary pause, as in “He wept[,] by quickly.”</td>
<td></td>
</tr>
</tbody>
</table>

#### Subscore Area (s = Usage + Grammar Skills)

<table>
<thead>
<tr>
<th>Scorebreaks</th>
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</tr>
</thead>
<tbody>
<tr>
<td>1 - 2</td>
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<tr>
<td>3 - 4</td>
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<td>5 - 6</td>
<td>Content Areas</td>
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<tr>
<td>7 - 8</td>
<td>Content Areas</td>
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<tr>
<td>9 - 10</td>
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</table>

### Math Skills

#### Subscore Area (s = Algebra + Geometry)

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<td>9 - 10</td>
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</tr>
</tbody>
</table>

*You correctly answered 30 out of 80 questions.  
*You omitted 5 questions.  
*You incorrectly answered 20 questions.*

*You correctly answered 22 out of 40 questions.  
*You omitted 6 questions.  
*You incorrectly answered 18 questions.*
Additional Resources

PLAN Student Website
http://www.actstudent.org/plan/

Materials for Educators
http://act.org/plan/materials.html
Next Steps

- Determine how student score reports will be distributed
- Determine how school level and district data will be shared with school and district staff
- Attend a “Using Your PLAN Data” webinar
- Attend a “Regional Data Interpretation” workshop
PLAN for North Carolina

For more information or questions regarding PLAN:

• ACT Customer Services 877/789-2925
For More Information

• For more information on North Carolina State testing:

  http://www.act.org/aap/northcarolina

• For ACT specific questions
  – ACT State Testing 800/553-6244 x 2800
  – ACT State Testing Accommodations 800/553-6244 x 1788
  – NCtest@act.org
For Additional Information

Southeast Regional Office
Atlanta, GA
Phone: 404 231 1952
atlanta@act.org

ACT is an independent, not-for-profit organization that provides more than a hundred assessment, research, information, and program management services in the broad areas of education and workforce development.