

## **SUMMATIVE**

### **Student**

Multi-page Individual Student Report (ISR)

One-page Individual Student Report (ISR)

### **Educator/Group**

Current Progress

Proficiency Summary

New Class Roster

Subject Proficiency by Student

Skill Proficiency

Skill Proficiency by Group

Supplemental Scores

### **School/District/State**

Subject Proficiency by Demographic

Subject Proficiency by Grade

Subject Proficiency by School (District only)

Skill Proficiency by School (District only)

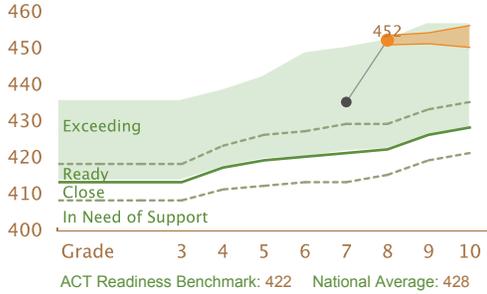
Subject Proficiency by District (State only)

Skill Proficiency by District (State only)

**COLLEGE AND CAREER READINESS**

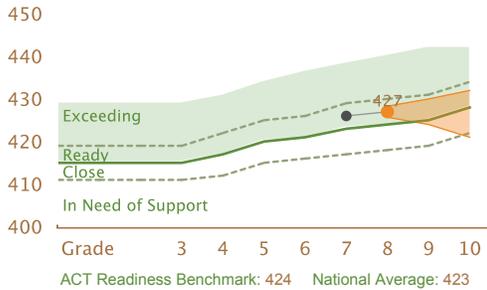
**ENGLISH**

**Exceeding**  
**452**



**READING**

**Ready**  
**427**



**ELA**

**Ready**  
**437**



Your English Language Arts (ELA) score represents your overall performance on the English, reading, and writing tests.

**PROGRESS WITH TEXT COMPLEXITY**

Sufficient Progress  
 Yes  No

Students must read and understand increasingly complex texts to prepare for the reading demands of college and career. Examples of factors that contribute to text complexity are vocabulary level and sentence structure. The reading test measures progress with text complexity by checking for understanding of texts from a range of complexity levels.

**PROGRESS TOWARD CAREER READINESS**

You are making progress toward a GOLD level on the ACT NCRC.



Progress Toward Career Readiness is an early indicator of your future level of achievement on the ACT National Career Readiness Certificate (NCRC). The ACT NCRC is an assessment-based credential that documents foundational work skills important for job success across industries and occupations.

**SCALE SCORE RANGE**

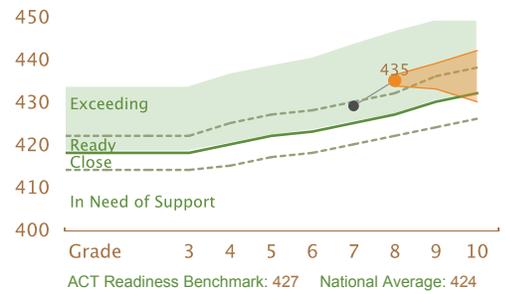
Subject	Range	All measurements, including test scores, contain uncertainty. Your test score indicates how well you performed on the actual test day. However, this range shows scores you would likely obtain if you took the test again without additional coursework.
Composite	432 - 436	
English	448 - 452	
Reading	424 - 430	
ELA	435 - 439	
Science	432 - 438	
Math	420 - 426	
STEM	427 - 431	

**COMPOSITE SCORE**

**434**

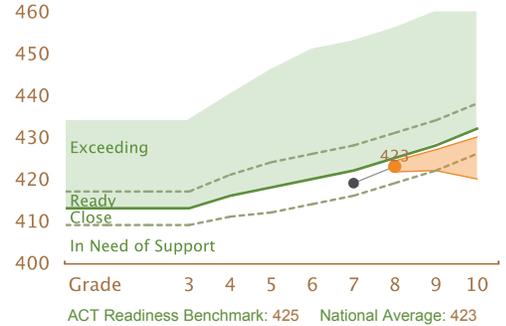
**SCIENCE**

**Exceeding**  
**435**



**MATH**

**Close**  
**423**



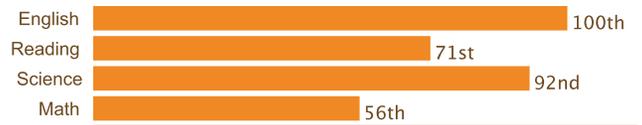
**STEM**

**Below Readiness**  
**429**



Your STEM score represents your overall performance on the science and math tests.

**NATIONAL PERCENTILE RANK**



Percentile 1st 25th 50th 75th 100th

Your ranks show the percentage of grade 8 students in the nation who received a score that is the same as or lower than yours. For example, a rank of 100 for your English score means 100% of students earned that score or below.

**ACT Readiness Benchmark for Subjects:** Students who score at or above these benchmarks are on target to meet ACT's College and Career Readiness Benchmarks when they leave high school.

**ACT Readiness Benchmark for ELA and STEM**

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

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

Learn about the ACT Aspire assessment and results: [DiscoverACTAspire.org](http://DiscoverACTAspire.org)

Understand the ACT Readiness Level and subject skill performance: [DiscoverACTAspire.org/performance-level-descriptors](http://DiscoverACTAspire.org/performance-level-descriptors)

**SUMMATIVE**

Assessed Jan 30, 2018 - Feb 1, 2018

Skills with fewer questions may be less representative of overall achievement.

**ENGLISH**



**READING**



**WRITING**

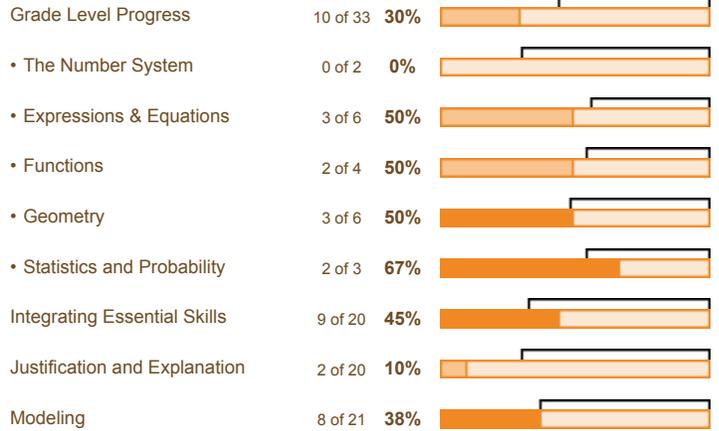


**ACT Readiness Range:** Shows where a student who has met the ACT Readiness Benchmark on this assessment would typically perform.

**SCIENCE**



**MATH**



**IMPROVEMENT IDEAS**

**ENGLISH**

**Production of Writing:** Practice writing for a variety of purposes. Continue working on developing topics effectively, on organizing ideas in logical, cohesive ways, and on expressing ideas in a stylistically consistent manner.

**Knowledge of Language:** In your writing, experiment with how word choices affect meaning and how language functions differently in different contexts.

**Conventions of Standard English:** Challenge yourself to write increasingly complex sentences, avoiding all errors in sentence construction and using parts of speech and punctuation correctly.

**READING**

**Key Ideas and Details:** Read increasingly complex texts from a variety of genres. Work on making and supporting reasonable inferences and on identifying and inferring main ideas, themes, sequences, and relationships.

**Craft and Structure:** As you read, consider the purpose of texts and parts of texts. Also analyze how texts are organized, how authors use point of view, and how authors use words and phrases.

**Integration of Knowledge and Ideas:** As you read, analyze how authors present their arguments. Also read multiple texts with similar topics or similar themes and analyze connections between and among these texts.

**WRITING SCORE POINT DESCRIPTORS**

Use the following rubric descriptions of your writing scores to identify your strengths and areas for improvement.

**Ideas and Analysis:** The response is appropriate to the task, and presents a clear argument, with satisfactory reasons for the position. The response demonstrates recognition of implications, complications, and/or counterarguments. There is some movement between specific and generalized ideas.

**Development and Support:** Ideas are adequately explained and supported, with satisfactory use of reasoning and/or detailed examples. The writer's claims and specific support may be integrated.

**Organization:** The response exhibits a clear but simple organizational structure. Ideas are logically grouped. Transitions between and within paragraphs clarify the relationships among ideas.

**Language Use and Conventions:** The response demonstrates the ability to clearly convey meaning. Word choice is sometimes precise. Sentence structures are occasionally varied and usually clear. Voice and tone are appropriate for the persuasive purpose, but may be inconsistently maintained. While errors in grammar, usage, and mechanics are present, they rarely impede understanding.

**SCIENCE**

**Interpretation of Data:** Carefully consider the intended audience to determine the most accurate and useful way to present data. Use mathematical concepts (interpolation, extrapolation, slope) to interpret and extend from graphs.

**Scientific Investigation:** Generate hypotheses and then design and perform controlled experiments involving multiple variables to validly test the hypotheses. Evaluate experiments for possible sources of measurement error.

**Evaluation of Models, Inferences, and Experimental Results:** Compare and evaluate the results of scientific experiments and compare and evaluate competing scientific explanations. Examine ways to improve on scientific experiments and explanations.

**MATH**

**Grade Level Progress:** Ask questions when you don't understand the lesson. Start a group with classmates to study for quizzes and tests.

• **The Number System:** Work on recognizing the decimal expansion of numbers. Can you find decimal approximations for irrational numbers?

• **Expressions & Equations:** Work on understanding how to work with integer exponents and scientific notation. Can you make connections between proportional relationships, lines, and linear equations?

• **Functions:** Work on understanding that linear functions have a constant rate of change. Given a word problem, can you model the situation with a linear function?

• **Geometry:** Create a set of directions including at least 4 transformations (rotations, reflections, and translations) that will take a polygon and map it onto itself.

• **Statistics and Probability:** Find a scatterplot on the internet and create a linear function that models the data. Interpret the slope and intercept in relation to the data.

**Integrating Essential Skills:** Everybody makes mistakes. When you make one, think about what tipped you off to there being something wrong, and think about whether you could have noticed it sooner.

**Justification and Explanation:** Work on identifying reasons for mathematical steps. Can you show why the area of a triangle is always half of the base times the height?

**Modeling:** Find some real-world situations and create models to describe and predict information.

**MAIN SCORES**

<b>Subject</b>	<b>ACT Readiness Level</b>	<b>Score</b> Score Range	<b>National Percentile Rank</b>
English	Exceeding	<b>441</b> 437 - 445	94th
Reading	Ready	<b>424</b> 421 - 427	55th
Science	Ready	<b>431</b> 428 - 434	80th
Math	Exceeding	<b>435</b> 432 - 438	90th

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Composite	<b>433</b> 431 - 435
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**SUPPLEMENTAL SCORES**

	<b>ACT Readiness Range</b>	<b>Score</b> Score Range
ELA		
English, reading, and writing must be tested in the same grade level to calculate a score.		
STEM	Ready	<b>433</b> 431 - 435

Progress with Text Complexity: You are making sufficient progress.

Progress Toward Career Readiness: You are making progress toward a **Gold** level on the ACT NCRC.

**ACT Readiness Level:** Based on the test score and performance level cut scores, your performance can be classified into one of these levels: Exceeding, Ready, Close, In Need of Support.

**Score Range:** All measurements, including test scores, contain uncertainty. Your test score indicates how well you performed on the actual test day. However, the Score Range shows the scores you would likely obtain if you took the test again without additional coursework.

**National Percentile Rank:** The percentage of other grade 8 students in the nation who received a score that is the same as or lower than yours.

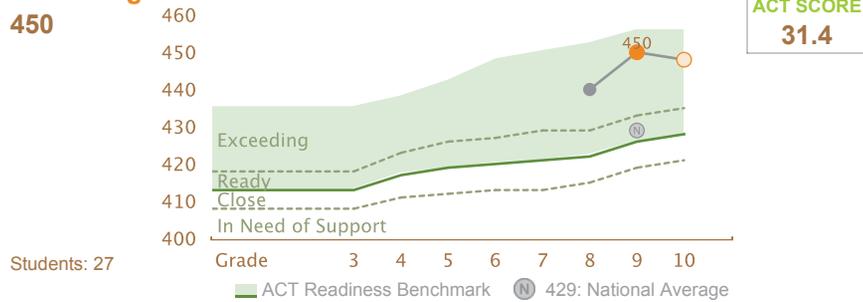
**ACT Readiness Range:** Where a student who has met the ACT Readiness Benchmark on this assessment would typically perform.

Understand subject skill expectations for each ACT Readiness Level by reviewing the Performance Level Descriptors: [www.DiscoverACTAspire.org/performance-level-descriptors](http://www.DiscoverACTAspire.org/performance-level-descriptors)

College and Career Readiness: Current and Predicted Path

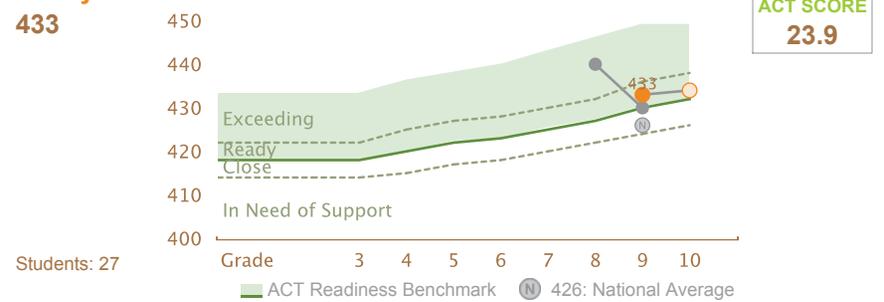
**ENGLISH**

**Exceeding**  
**450**



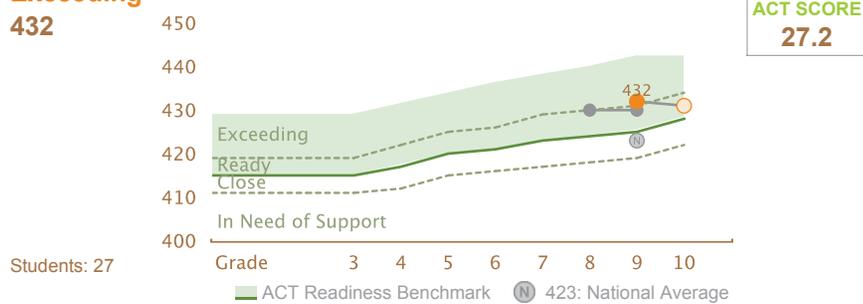
**SCIENCE**

**Ready**  
**433**



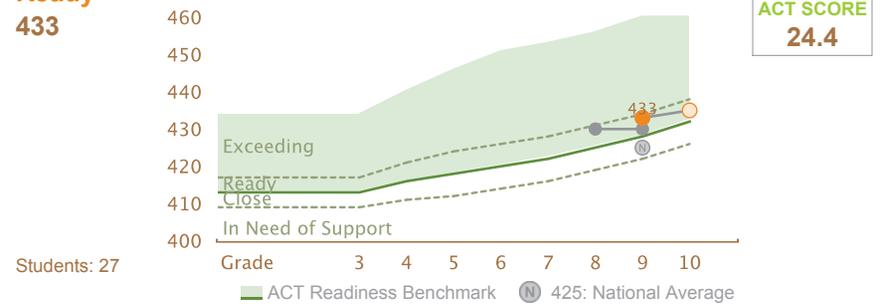
**READING**

**Exceeding**  
**432**



**MATH**

**Ready**  
**433**



**ABOUT PROGRESS**

The progress charts summarize aggregate performance of students for HIGH SCHOOL against the backdrop of the ACT Readiness Levels.

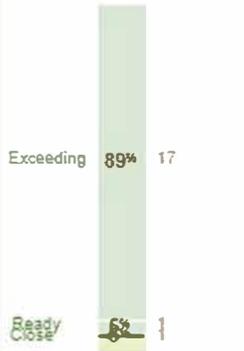
Gray circles plot average (mean) scores for current students who also have a prior year test score. If gray circles are not shown, prior year scores are unavailable.

Based on all current students, the orange circles plot current year average scores and projected average scores for future ACT Aspire assessments. When grade 9 or 10 is tested, projected scores for the ACT College Readiness Assessment are presented.

Score projections are based on expected growth rates.

- All Your Students
- Current Average
- Predicted Average
- Your Students with Score History
- Current and Past Average

**READINESS** 94%  
Percent and Count Exceeding and Ready



Students assessed: 10

**GROWTH DISTRIBUTION**



Grade 9

456

- 452 Rania Andka
- 452 Taft Massachusetts
- 452 John Redding
- 452 Daniel Cheuenne
- Students Not Shown : 1

441  
Excel EnergyCent

- 437 Venetia Quincy
- 437 Cooledge Newark
- 437 Cathoun Bayfield
- 437 Waashington Maryland
- Students Not Shown : 2

431  
United Center

- 434 Tamika Cottage Gr
- 434 Priya Charlotte
- 434 Kami Minnesota
- 434 Jina Tokyo

Grade 8

425  
John Arizona

429

421  
Martini Energy

Ready  
422  
ACT Readiness Benchmark

Close  
415

400

**SKILLS**

ACT Readiness Range Distribution: Percent and Count

Production of Writing



Knowledge of Language



Conventions of Standard English



Off Grade students tested below or above their current grade.

How can students be grouped by subject to inform teaching?

Student Name	Current Grade	English	Reading	Writing	Science	Math
Alabama, Harrison Q 301-1-069 02/05/2007	6	● 442	■ 414	Non-Scoreable	● 438	● 424
Alaska, Chester A 301-1-001 11/21/2001	4	● 426	● 420	X	● 427	○ 416
Alaska, John Z 301-1-026 01/02/2002	5	● 426	● 426	X	● 425	○ 416
Arizona, Bill E 301-1-031 10/14/2001	5	● 425	○ 417	X	● 436	● 421
Arizona, Cathy D 301-1-056 11/28/2001	6	● 429	□ 417	Scoreable	● 430	○ 418
Bakersfield, Betty F 301-1-032 01/05/2002	5	○ 418	○ 420	X	○ 420	● 422
Bakersfield, Thomas E 301-1-057 10/22/2001	6	● 428	● 427	Scoreable	● 429	○ 419
Boston, Brenda A 301-1-027 01/04/2002	5	○ 417	● 430	X	● 432	○ 416
Boston, Joe B 301-1-002 12/31/2001	4	● 423	□ 412	X	● 423	● 417
California, Christy Q 301-1-017 10/06/2009	4	● 435	■ 410	X	● 433	● 417
Charlotte, Cassy G 301-1-033 10/15/2001	5	● 438	□ 414	X	● 432	○ 419
Charlotte, Kimberly F 301-1-058 01/06/2002	6	○ 419	● 430	Scoreable	○ 424	● 428
Cheuenne, Quayle U 301-1-073 02/09/2007	6	□ 418	○ 420	Scoreable	○ 424	● 428
Colorado, Carly C 301-1-003 10/11/2001	4	● 435	■ 410	X	● 433	□ 411
Colorado, George B 301-1-028 10/16/2001	5	● 438	● 422	X	● 426	● 424
Connecticut, Rutherford J 301-1-010 11/19/2001	4	● 435	○ 417	X	● 427	○ 413

**Student Counts**

● Exceeding	20 67%	12 40%	22 73%	14 47%
○ Ready	8 27%	9 30%	8 27%	15 50%
□ Close	2 7%	4 13%	0 0%	1 3%
■ In Need of Support	0 0%	5 17%	0 0%	0 0%

G: Tested grade. Students tested below or above the primary test grade.  
 INV Invalid  
 X Not Tested

How can students be grouped by subject to inform teaching?

Student Name	Current Grade	English	Reading	Writing	Science	Math
Connecticut, William K 301-1-063 12/01/2001	6	□ 418	○ 420	Scoreable	○ 424	● 428
Eden Valley, Joe A 301-1-053 10/19/2001	6	● 442	○ 423	Scoreable	● 438	○ 422
Helena, Jessica L 301-1-038 10/13/2001	5	● 426	● 431	X	● 427	○ 416
Hollywood, Tammi J 301-1-036 01/03/2002	5	● 425	○ 417	X	● 436	● 421
Idaho, Dick F 301-1-006 12/29/2001	4	○ 415	○ 415	X	● 422	○ 415
Indianapolis, Holly B 301-1-054 11/30/2001	6	● 428	● 427	Scoreable	● 429	○ 419
Juneau, Jennifer N 301-1-040 01/01/2002	5	○ 418	○ 420	X	○ 420	● 422
Kampala, George M 301-1-065 10/20/2001	6	○ 419	● 430	Scoreable	○ 424	● 428
Kampala, Kerry L 301-1-012 12/30/2001	4	○ 414	● 422	X	○ 418	○ 415
Kansas, Kelly O 301-1-015 11/18/2001	4	● 426	● 420	X	● 427	○ 416
Memphis, Elbridge C 301-1-055 01/07/2002	6	● 442	■ 414	Scoreable	● 438	● 424
Minnesota, Arthur P 301-1-016 10/05/2009	4	○ 414	● 422	X	○ 418	○ 415
Minnesota, Caitly L 301-1-064 01/09/2002	6	● 429	□ 417	Scoreable	● 430	○ 418
Minnesota, Walter K 301-1-011 10/12/2001	4	● 435	■ 410	X	● 433	● 417

**Student Counts**

- Exceeding
- Ready
- Close
- In Need of Support

20 67%

8 27%

2 7%

0 0%

12 40%

9 30%

4 13%

5 17%

22 73%

8 27%

0 0%

0 0%

14 47%

15 50%

1 3%

0 0%

G: Tested grade. Students tested below or above the primary test grade.  
 INV Invalid  
 X Not Tested

	ENGLISH	READING	SCIENCE	MATH
Student Count				
Exceeding or Ready	27	22	23	19
Close or In Need of Support	0	5	4	8
Arizona, James I	● 456	● 434	● 440	● 440
Arizona, Zuri G	● 456	● 434	● 440	● 441
Iowa, Johnson	● 443	● 436	● 436	● 437
Jefferson, Giselle P	● 456	● 431	● 436	● 444
Salinas, Zara W	● 456	● 434	● 440	● 439
California, Una H	● 439	● 431	430	● 442
Eden Valley, Verity C	● 437	● 434	434	● 439
Greece, Monroe Q	● 437	● 434	434	● 439
Haiti, Greta R	● 439	● 436	430	● 442
Iowa, Jasper	● 444	● 433	432	● 442
Wyoming, Vesper F	● 439	● 431	430	● 437
Hastings, Indira N	● 456	● 436	● 436	□ 426
Melbourne, Xandra A	● 456	● 442	● 440	□ 427
Bismark, Yesenia Y	● 437	● 442	434	430
Duluth, Alben V	● 437	● 442	434	432
Japan, Gigi T	● 456	428	● 440	433
Loveland, Dwight Z	● 439	● 436	430	433
New Hampshire, Jackson M	● 456	428	434	● 434
Bangor, James X	● 456	□ 424	430	● 435
Glendale, Indigp L	● 456	● 436	430	□ 426

Off Grade students tested below or above their current grade.

● Exceeding  
 □ Close or In Need of Support

INV Invalid  
 NS Non-Scorable  
 X Not Tested

	ENGLISH	READING	SCIENCE	MATH
Student Count				
Exceeding or Ready	27	22	23	19
Close or In Need of Support	0	5	4	8
Arizona, Syana J	● 456	□ 424	430	431
Nampa, Richard B	● 456	□ 424	430	433
Memphis, William E	● 456	428	434	□ 421
<b>Close or In Need of Support in 2+ Subjects</b>				
Inver Hills, Madison O	● 456	● 442	□ 428	□ 427
Fairmont, Harding K	● 456	428	□ 428	□ 427
Ireland, Van Buren S	● 456	□ 424	□ 424	□ 426
Indianapolis, John D	● 456	□ 424	□ 424	□ 421

Off Grade students tested below or above their current grade.

● Exceeding  
 □ Close or In Need of Support

INV Invalid  
 NS Non-Scorable  
 X Not Tested

	Grade Level Progress	Skill Proficiency					Integrating Essential Skills	Justification and Explanation	Modeling
		Number and Quantity	Algebra	Functions	Geometry	Statistics and Probability			
<b>Exceeding</b>	<b>438-460</b>								
Minnesota, Spiro U.	460	██████████							
California, Joy V.	449	██████████							
Bakersfield, Roosevelt R.	446	██████████							
Boston, Fawn B.	443	██████████						□	
Arizona, Kalia Q.	443	██████████							
Memphis, Jackson P.	442	██████████						□	
Indianapolis, Jolie O.	442	██████████			□				
Eden Valley, Garner N.	441	██████████						□	
Waverly, Ingrid K.	441	██████████						□	
Connecticut, Zachary H.	441	██████████						□	
Minnesota, Evita D.	439	██████████			□				
Colorado, Millard Y.	439	██████████				□			
Scottsdale, Adams J.	438	██████████						□	
Colorado, Ilene G.	438	██████████						□	
County, Jones	438	██████████			□				
<b>Ready</b>	<b>432-437</b>								
Florida, Jada Z.	437	██████████			□			□	

Growth  
 Blank = No Growth Data  
 ██████████ High  
 ██████████ Average  
 ██████████ Low

Blank = In the ACT Readiness Range  
 □ Below the ACT Readiness Range  
 Off Grade students tested below or above their current grade.

	Grade Level Progress	Grade Level Progress					Integrating Essential Skills	Justification and Explanation	Modeling
		Number and Quantity	Algebra	Functions	Geometry	Statistics and Probability			
<b>Ready</b>	<b>432-437</b>								
California, Franklin F.	435	High			Low			Low	
Charlotte, Kamryn S.	435	Average			Low			Low	
Reno, Imani M.	434	High			Low			Low	
North Dakota, Jazmine X.	434	Average			Low			Low	
Maine, Jimmy W.	432	High				Low	Low	Low	
<b>Close</b>	<b>426-431</b>								
Uganda, Dallas L.	430	High	Low			Low	Low	Low	
Seattle, Hubert C.	427	High	Low			Low	Low	Low	Low
Cincinnati, Ulysses A.	426	High	Low			Low	Low	Low	Low
<b>In Need of Support</b>	<b>400-425</b>								
Delaware, Henry I.	425	High	Low	Low		Low	Low	Low	Low
Arkansas, Genevieve E.	424	High	Low			Low	Low	Low	Low



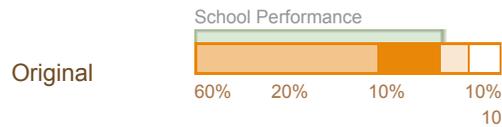
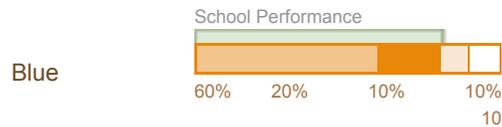
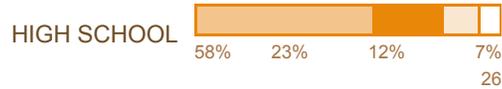
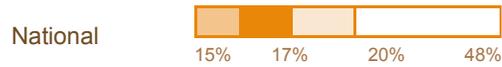
**SKILL FOCUS** Better proficiency in this skill may improve scores.

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

Growth  
 Blank = No Growth Data  
 High  
 Average  
 Low

Blank = In the ACT Readiness Range  
 Below the ACT Readiness Range  
 Off Grade students tested below or above their current grade.

How can decisions be informed by group performance in different skill areas?



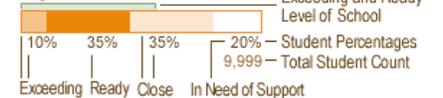
**SKILL FOCUS** Better proficiency in this skill may improve scores.

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

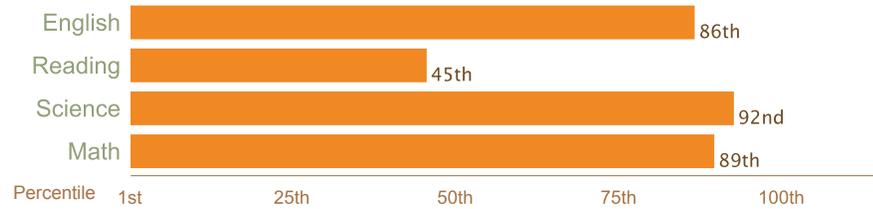
Number of students in the ACT Readiness Range

■ Fewer than 50%  
Blank = 50% or more

Legend: ACT Readiness Levels



## NATIONAL PERCENTILE RANK



The ranks show how this group performed in comparison to other grade 8 students in the nation.

For example, if the median English score is at the 86th percentile, the typical student in this group achieved as well as or better than 86% of the students in the nation.

## ELA

**429**  
Average Score  
Range: 403 - 447

English, Reading and Writing Combined Score

The ELA (English Language Arts) score represents your group's overall performance on the English, reading, and writing tests. The ACT Readiness Benchmark for ELA indicates whether students are on target to meet ACT's College and Career Readiness Benchmark in ELA when they leave high school.

Percent and Count of Students Meeting/Below Benchmark



The ability to communicate thoughts and ideas clearly and to read, understand, and apply critical analysis to a range of texts is foundational to academic success in all subjects.

## PROGRESS WITH TEXT COMPLEXITY

**100%**  
Sufficient Progress

Students must read and understand increasingly complex texts to prepare for the reading demands of college and career. Examples of factors that contribute to text complexity are vocabulary level, sentence structure, and rhetorical structure. The reading test measures progress with text complexity by checking for understanding of texts from a range of complexity levels.

Progress Distribution: Percent and Count



In order to read complex texts, students need reading experiences with increasingly complex texts from a variety of genres across disciplines. Reading routines should include careful reading of challenging texts with a focus on problem-solving unfamiliar language and concepts that are central to the meaning.

## STEM

**434**  
Average Score  
Range: 400 - 451

Science and Math Combined Score

The STEM (Science, Technology, Engineering, and Math) score represents your group's overall performance on the science and math tests. The ACT Readiness Benchmark for STEM indicates whether students are on target to meet ACT's College and Career Readiness Benchmark in STEM when they leave high school.

Percent and Count of Students Meeting/Below Benchmark



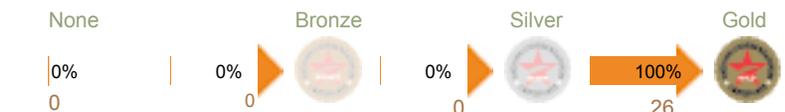
Developing strong science and math skills affords your students the opportunity to take interesting courses and pursue engaging college majors that may lead to rewarding STEM careers in the future.

## PROGRESS TOWARD CAREER READINESS

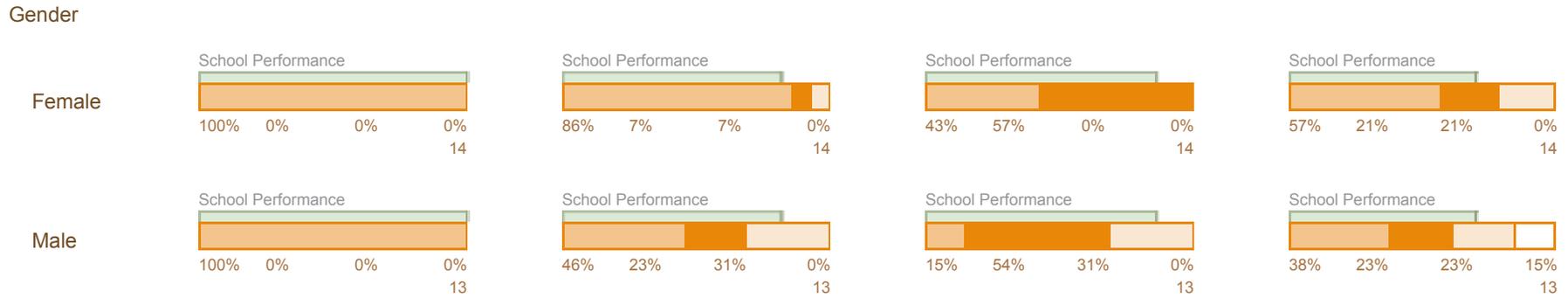
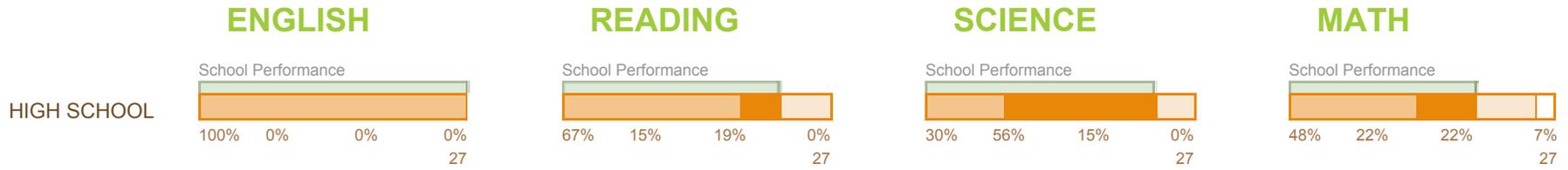
**432**  
Average Composite Score  
Range: 400 - 449

Progress Toward Career Readiness is an early indicator of your group's future achievement on the ACT National Career Readiness Certificate (NCRC). The ACT NCRC is an assessment-based credential that documents foundational work skills important for job success across industries and occupations. The distribution below shows how your group's ACT Aspire composite scores relate to progress toward a Bronze, Silver or Gold level on the ACT NCRC.

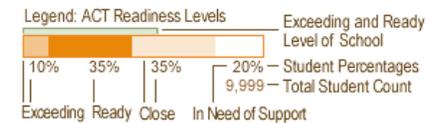
Predicted Career Readiness Distribution: Percent and Count

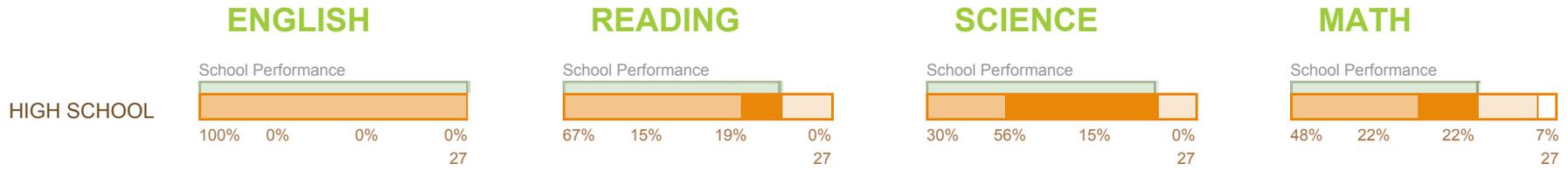


Learn how NCRC performance relates to job skill requirements: <http://www.act.org/workkeys/briefs/files/NCRCRequirements.pdf>. This information is not to be considered a substitute for actual performance on the ACT NCRC.



Race / Ethnicity	ENGLISH	READING	SCIENCE	MATH
<b>American Indian /Alaska Native</b>	No Students Tested	No Students Tested	No Students Tested	No Students Tested
<b>Asian</b>	No Students Tested	No Students Tested	No Students Tested	No Students Tested





Black /African American

No Students Tested

No Students Tested

No Students Tested

No Students Tested

Hispanic or Latino

No Students Tested

No Students Tested

No Students Tested

No Students Tested

Native Hawaiian /Other Pacific Islander

No Students Tested

No Students Tested

No Students Tested

No Students Tested

White

No Students Tested

No Students Tested

No Students Tested

No Students Tested

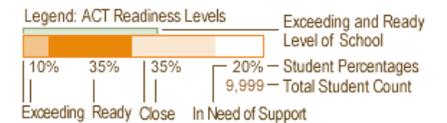
Not Categorized

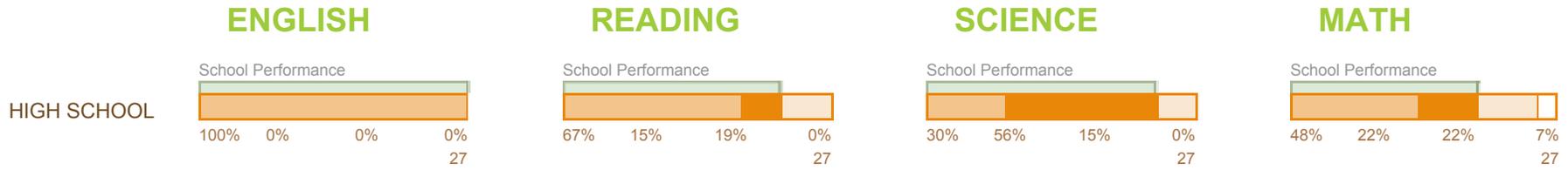
No Students Tested

No Students Tested

No Students Tested

No Students Tested

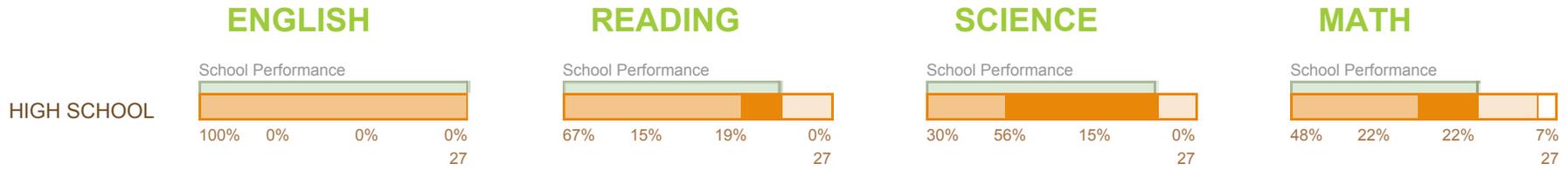




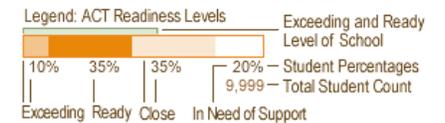
Other Demographics

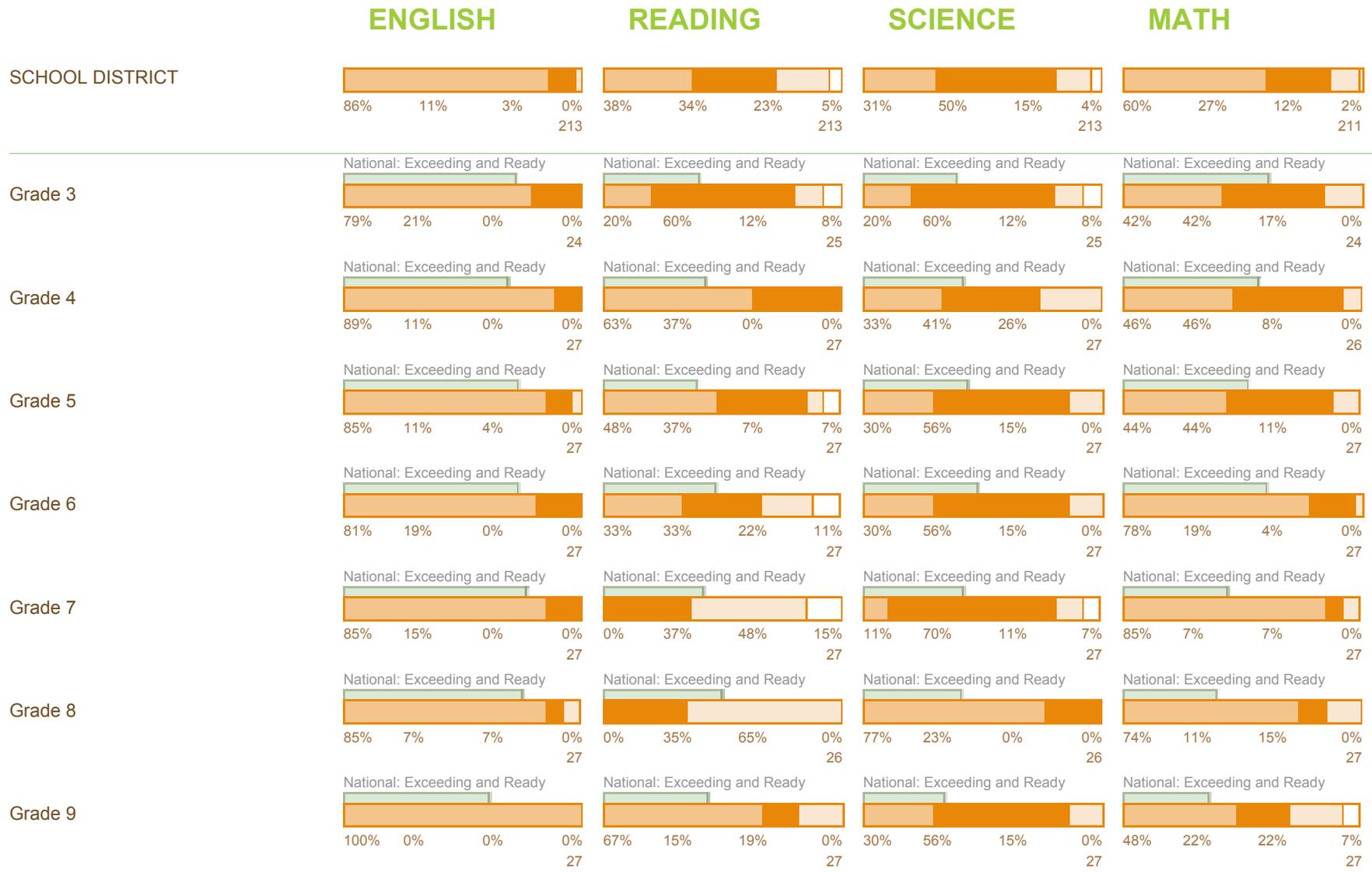
Economically Disadvantaged	4 Students or Fewer			
ELL	4 Students or Fewer			
Gifted	4 Students or Fewer			
IEP	4 Students or Fewer			
Migrant	No Students Tested	No Students Tested	No Students Tested	No Students Tested

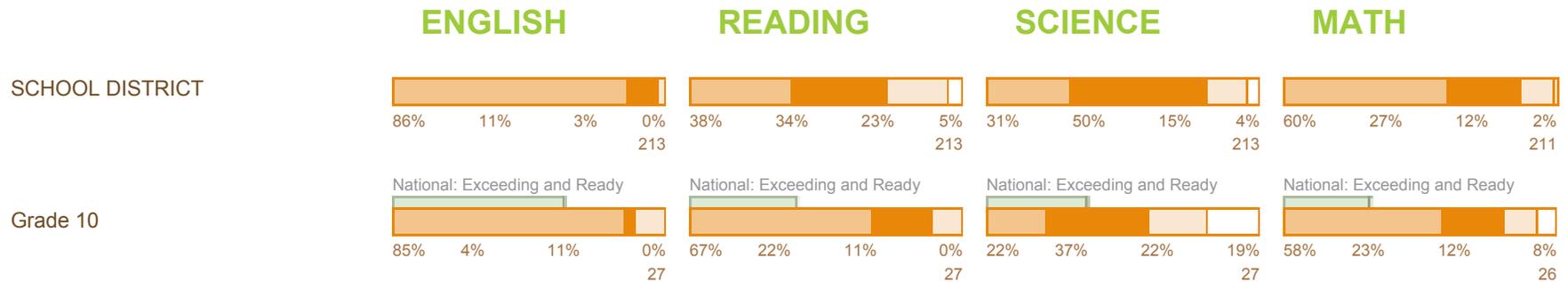




Section 504	4 Students or Fewer			
Other Accommodations Plan	4 Students or Fewer			
Homeless	No Students Tested	No Students Tested	No Students Tested	No Students Tested
Parent in Military	No Students Tested	No Students Tested	No Students Tested	No Students Tested
In Foster Care	No Students Tested	No Students Tested	No Students Tested	No Students Tested

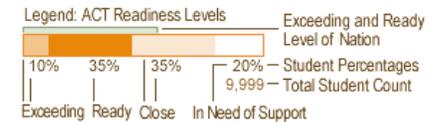






**SUBJECT FOCUS** Better proficiency in reading may improve scores.

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.



**ENGLISH**

**READING**

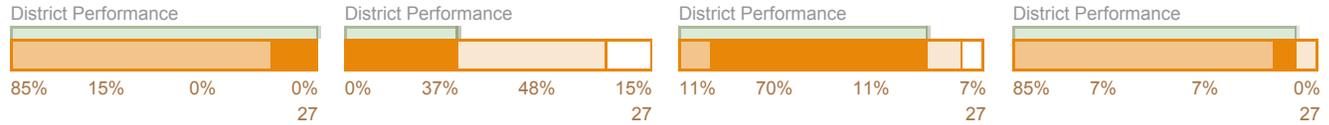
**SCIENCE**

**MATH**

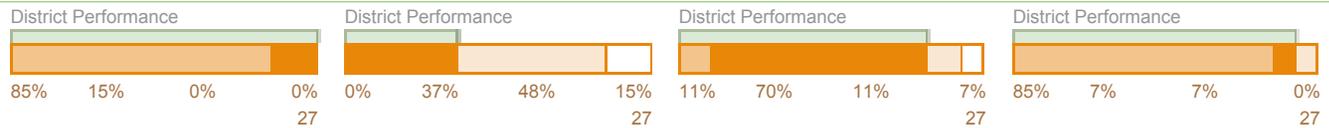
National



SCHOOL DISTRICT



MIDDLE SCHOOL



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**Interpretation of Data**

**Scientific Investigation**

**Evaluation of Models, Inferences, and Experimental Results**

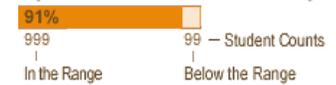
SCHOOL DISTRICT



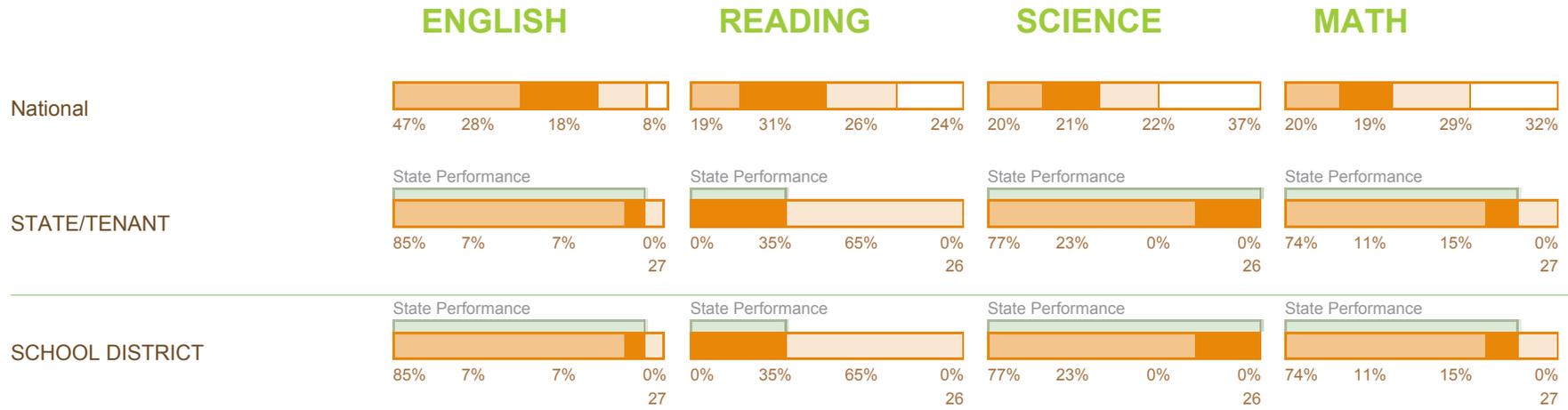
ELEMENTARY SCHOOL



Legend: Students in the ACT Readiness Range

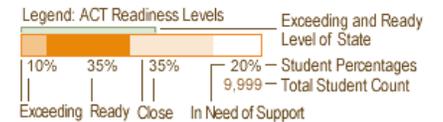


How can decisions be informed based upon district and subject proficiency?



**SUBJECT FOCUS** Better proficiency in reading may improve scores.

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.



**SUMMATIVE**

Assessed Jan 30, 2018 - Feb 1, 2018

How can decisions be informed based upon district and skill proficiency?

**Key Ideas and Details**

**Craft and Structure**

**Integration of Knowledge and Ideas**

STATE/TENANT



SCHOOL DISTRICT



Legend: Students in the ACT Readiness Range

