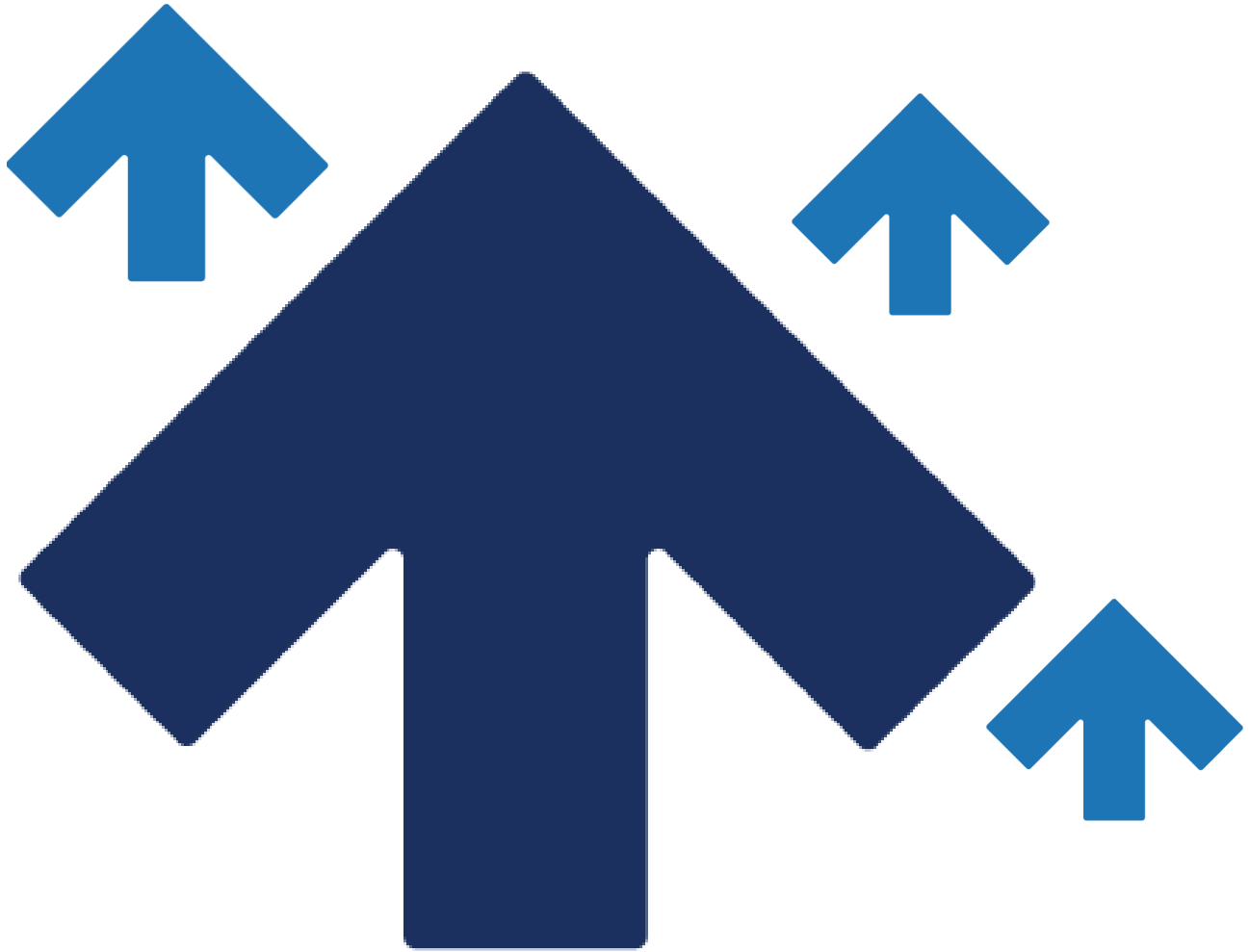


2024–2025

ACT ONLINE PREP | Educator Guide



Contact ACT

For questions or assistance in using ACT® Online Prep.

Customer Support

Phone: 319.337.1365

Contact Us: success.act.org

Website

For State testing contracts, the ACT-hosted website for your state is your resource and information hub for online testing.

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About This Guide

This guide is intended to provide ideas for incorporating ACT® Online Prep (AOP) into instruction for students to improve achievement in English, reading, mathematics, and science.

As a supplemental curriculum resource, this versatile guide allows for use with whole group, small group, and independent learning instructional models. It also supports multitiered systems of support (MTSS) for meeting individual student needs.

Tips for teaching AOP effectively are provided (including use of sample classroom configurations). You will also find suggestions for how to apply the rich formative data that comes from student use of the learning tool, helpful in developing additional next-step instructional decisions to promote student success.

Overview of AOP

Why Use AOP?

For Students:

- The more students who have used AOP, the greater their ACT® test score gains were likely to be.
- Those who have used AOP for less than seven hours have seen greater score gains than students who did not use test preparation.
- Those who have used AOP for seven or more hours have seen an average gain score over double that of students who did not use test preparation.

For Teachers:

- Lessons can be integrated into the core curriculum.
- Lessons provide a deep dive into the skills that are aligned to ACT College and Career Readiness Standards (CCRS) reporting categories, creating efficiencies in lesson planning.
- Lessons can be used in a variety of blended learning and rotation models.
- Customized learning task assignments provide the instructional content needed for quality tiered intervention supports.

Core Features of AOP

- **Study plan structure:** Organizes content into 16 Study Plan Steps, composed of lessons and practice question sets, for each of the subject areas. Based on composite score range and time available, students are guided to do a quick review or a more in-depth study of the tasks associated with the step.
- **Core content focus:** Provides content designed to support reinforcement and practice in the core content needed for college and career readiness in English, reading, mathematics, and science as measured by the ACT.
- **Format familiarity:** Helps students to become more familiar with the format of the ACT test.
- **Practice tests:** Includes two, full-length ACT® Practice Exams that provide students with a predicted ACT score range as well as four short subject tests for each core content (English, reading, mathematics, and science). Students and teachers can gauge students' progress in meeting achievement outcomes.
- **Writing feedback:** Includes prompts for writing essays that are AI scored to allow for quick feedback on writing skill achievement.

- **Engaging variety:** Includes over 2,400 practice questions, flashcards, and a game center for a variety of ways to engage student learners.
- **Broad access:** Allows for anywhere, anytime access via the internet on any device.

Using AOP: Core Content for College and Career Readiness

Using AOP as a Supplemental Curriculum Resource: MODELS

Whole Group

For modeling of skills and knowledge: teacher-facilitated instruction where students experience the same learning with the same pacing

- **Instructor-only modeling:** Project a lesson and guide students through the activities.
 - Consider using a read-aloud, think-aloud method, where you read aloud the content and speak aloud what you might think or do if you were completing this lesson independently.
 - By demonstrating clearly how to process lessons, you can strengthen students' understanding of how to best use the lessons provided when students are working independently.
- **Instructor-plus-student modeling:** Project a lesson and guide students through the lesson activities, adding in opportunities for students to share aloud strategies they would use to address the lesson if working independently.
 - Provide feedback to guide students in effective strategies for working through these lessons independently.
- **Instructor-guided curriculum-incorporation modeling:** Project a sample practice problem that requires use of the concepts under study in your core curriculum.
 - Model how to solve the problem, focusing on core knowledge and skills needed to address the problem.
 - Follow up by having students work in small groups or independently as you serve as guide-on-the-side to support student acquisition of the targeted knowledge and skills.
- **Student-sharing curriculum-incorporation modeling:** Project a sample practice problem that requires use of the concepts under study in your core curriculum.
 - Give each student time to work on the problem; have students share their solutions and reasoning for the strategies and approaches used to solve the problem.

- Shape student understanding of which strategies and solutions are viable, and which are not, focusing on helping students address misconceptions and misunderstandings.

Small Group

For tiered intervention and extension supports

Station rotation: You work with students in small group to provide tiered support; students with you can work on meaningful instruction using AOP either in pairs, collaborative groups, or individually.

- **Independent and shared learning:** AOP is engaging and allows groups of students to learn important concepts and skills when not working with you directly as an instructor.
- **Individualized feedback:** You can use the same resources and techniques described for whole group instruction, but with a smaller, homogenously grouped set of students (grouping based on student needs), so you can provide more intensive and/or targeted feedback to individual students.
- **Flexible teaching and learning:** You can use the materials from AOP to set up learning centers around the room, with groups working as follows:
 - One group can work together or independently with flashcards.
 - One group can play reinforcement games either together or independently.
 - One group can work on a collaborative learning problem.
 - One group can work on a lesson with you or complete “catch up” work.

This structure allows for all students to be actively learning, opportunities for you as an instructor to successfully support individual needs, and it breaks up the monotony of day-to-day whole group instruction.

Collaborative Learning

For students to work together to search for understanding, meaning, or solutions, or to create an artifact or other demonstration of their learning

- **Same problem, different solutions:** Consider providing each group with the same problem to solve, and then have the students present their strategies for solution and the solutions to the others in the class.
 - This activity works well as a think-pair-share (begin by having students work on the problem independently, then to pair with a partner, and then have two pairs share ideas/solutions).

USING AOP: CORE CONTENT FOR COLLEGE AND CAREER READINESS

- You serve as a guide-on-the-side to support individual students or groups who need scaffolded inputs to successfully work through the problem.
- Be sure to summarize the key learning points for all students to ensure they leave the lesson with clarity on the knowledge and skills linked to the learning objective(s).
- This activity works well with heterogeneous as well as homogeneous groups.
- **Different problems by data group:** Determine student strengths and needs using the data from AOP.
 - Place students in groups with others who have similar needs. Have students work collaboratively to solve one or more problems linked to content where the students need more practice to address these needs.
 - You serve as a guide-on-the-side to support individual students, or groups of students, who need scaffolded inputs to successfully work through the problem.
 - By providing each group with different problems, you can differentiate learning based on student needs

Independent Learning

For independent learning and reinforcement, practice of core knowledge and skills

- **Workshop model:** Each student works independently on AOP lessons and practice activities.
 - As an instructor, you conference (workshop) with individual students to provide intensive, targeted feedback to support increased student achievement on knowledge and skills of focus.
- **Goal-setting model:** Each student independently sets goals and creates a plan to achieve them.
 - This helps students to instill a growth mindset in the classroom: when students believe they can achieve a goal through persistence and hard work, they learn to be resilient; overcoming small failures can lead to larger successes.
- **Individual computer-time model:** Each student works independently on AOP lessons and practice activities.
 - Even without direct instruction, students benefit from time spent working through the AOP lessons and practice activities.

Combined Instruction

Putting it all together

- **Structured lesson with objective:** Create a lesson over one or more periods that provides whole group, small group, and independent learning to teach a targeted skill or strategy.
 - Set a learning objective and have students set goals linked to this learning objective.
 - Provide a brief mini lesson to the whole group where you model a skill or strategy linked to your academic standards.
 - Break into small groups of students (using one of the small group options presented earlier) and have them practice the modeled skill or strategy.
 - Provide time for students to practice the skill or strategy independently.
 - Bring the group together to de-brief: share successes in meeting goals set, reinforce lessons learned, and clarify any remaining misconceptions or misunderstandings linked to the targeted skill or strategy.

Using AOP: Classroom Configurations and Schedules

Using AOP as a Supplemental Curriculum Resource: EXAMPLES

Configuration for Any-Content Classroom

All Teachers

- **Daily:** Bellringers: exercises that should only take 5 minutes
- **Weekly:** One day a week for approximately 20 minutes
- **Biweekly:** Two times a month for 20–30 minutes each
- **Monthly:** One time a month for a full class period

All classroom teachers can provide ACT support using the AOP program:

- Bellringers can be 2–3 problems daily.
- Practice can be one day a week using a set number of questions or a set timeframe.
- Establish study plans for each student based on the time available for student learning. Have students use these plans and work with them to monitor and adjust the study plans as needed.
- Model test-taking strategies and problem-solving for core content using AOP problems alongside core curriculum content whenever possible. In this way, students learn to apply their knowledge and skills to ACT-like problems.

Note: While all classroom teachers can support student success in learning, the core content measured on the ACT (English, mathematics, reading, and science), it is best practice for school-based teams to determine which teachers will work on which content. This helps to ensure that students receive ample instruction and practice in all content areas. Schools may also use school-based data to determine school-based targeted instructional focal points (e.g., if 95% of the students demonstrate high need in mathematics, the school might choose to have most students doing additional mathematics work, with the 5% of students not needing mathematics supports being provided other available enrichment options).

Configuration for Core Content Classrooms

Sample instructional plan: Embedding AOP into core English instruction (approximately 20 minutes per period)

- **Week 1: Introduction to AOP**

This week is designed to establish student routines and familiarity to the core curriculum.

- Students watch the video *Welcome to ACT Online Prep* (the teacher can use this in blended learning).
 - Instructor conducts question-and-answer session.

- **Week 2: Short ACT English Practice Test**

This week is intended to allow students to see what an ACT subject test is like. The teacher has the option to test all students at once, stagger student testing, or assign as part of a blended learning model.

- Students take a short ACT English practice test.
Note: *Students require approximately 60 minutes for testing.*

- **Week 3: Understanding Your Score and Goal Setting**

This week focuses on reviewing overall class results with students and modeling setting classroom goals.

- Students learn about SMART (Specific, Measurable, Achievable, Relevant, Timebound) goals.
 - Students set personal goals.

- **Week 4: ACT Basics and General Strategies**

This week students learn about the ACT test, in general, including navigation supports, and are introduced to an ACT subject-area test.

- Students learn about the ACT English test.
 - Students create a personalized study plan.

- **Week 5: Subject-Verb Agreement**

This week focuses on a specific English grammar skill.

- Students work through Example Questions related to subject-verb agreement (the teacher can use this as part of a station rotation, as described earlier)
- Students watch the video [*Name of Video*] (the teacher can use this in blended learning).

- **Week 6: Subject-Verb Agreement Practice Questions**

This week addresses content from the previous week practice questions on subject-verb agreement, focusing on results and remediation.

USING AOP: CORE CONTENT FOR COLLEGE AND CAREER READINESS

- Students discuss practice question results (the teacher can do small groups based on results).
 - Students participate in mini-lesson station rotations for remediation and/or extension.
- **Week 7: Elements of Strong Writing**

This week changes focus from English grammar to writing, an optional test subject for the ACT.

 - Students work through Example Questions related to elements of strong writing (the teacher can use this as part of a station rotation).
 - Students watch the video [*Name of Video*] (the teacher can use this in blended learning).
- **Week 8: Answer as You Read** to combine this lesson with current classroom core curriculum for additional practice
- **Week 9: End of Quarter** (option to combine completed AOP practice with core curriculum end of quarter summative assessments)

Note: *This configuration can be used for mathematics, reading, and/or science. Tasks/activities are optional and times approximate. Teachers can and should arrange topics to match with their core curriculum and use results of practice tests to determine where students may need additional support.*

Using AOP for Lesson Planning: TIPS

- **Application of data:** Use student data or school-wide aggregate data to drill down to specific areas of strength and need to support instructional decisions on flexible grouping structures, specific differentiated lessons needed, etc.
 - Combine the data insights derived from the practice tests and/or short tests in AOP with other data such as results from the ACT, PreACT®, ACT WorkKeys®, and/or classroom tests, quizzes, and projects to inform instructional decisions.
- **Time for goal setting:** Provide time for students to set/review goals; AOP allows students to gauge their own progress and can motivate them to achieve new successes.
- **Alignment with assignments:** Use the Assignments feature in AOP to align assignments in AOP with core curriculum content as it is introduced in your course syllabus.
- **Addition to syllabus or spiraling:** Design AOP lessons based on what is currently in the syllabus or choose to spiral topics after reviewing or teaching them.

Understanding the Data Available— Key Data Reports

Test Report

- Data details shared in *Test Reports* allow you to do the following:
 - Score data for each short topic test, full-length practice exam, or quiz.
 - Help students grow over time if taking short topic tests at the beginning and at the end (pre- and post-tests).
 - View scores for all attempts if the student has reset a test.
- To use this data instructionally, consider doing the following:
 - Use to group students by need for small group instruction.
 - Measure growth to determine if instructional strategies are successful.

Example *Test Report*

The screenshot shows the ACT Online Prep interface. The main content area displays a 'Test Reports' table with the following columns: Student Name, Student Email, Course Name, Test Name, Date, Attempt #, Test Score, Test State, % Score, School, and SIS ID. The table contains seven rows of data, including tests for 'ACT® Practice Exam 1', 'Science Short Test', 'Reading Short Test', 'Math Short Test', 'English Short Test', and 'Practice Quiz'. The interface also includes a sidebar with navigation options like 'Administrative Dashboard', 'Tools', 'Assignments', 'Message Center', 'Student Listing', 'Analytics', 'Students', 'Groups', 'Real-time Reports', 'Session Detail Reports', and 'Test Reports'. A 'Support' link is visible at the bottom left of the sidebar.

Student Name	Student Email	Course Name	Test Name	Date	Attempt #	Test Score	Test State	% Score	School	SIS ID
AOP Demo Student 100	aop100@aop.org	ACT Online Prep™	ACT® Practice Exam 1	2023-02-26	1	32	Complete	89	PLM Demo School 10	AOP-45679
AOP Demo Student 100	aop100@aop.org	ACT Online Prep™	Science Short Test	2023-02-24	1	28-35	Complete	94	PLM Demo School 10	AOP-45679
AOP Demo Student 100	aop100@aop.org	ACT Online Prep™	Reading Short Test	2023-02-24	1	29-35	Complete	94	PLM Demo School 10	AOP-45679
AOP Demo Student 100	aop100@aop.org	ACT Online Prep™	Math Short Test	2023-02-24	1	26-30	Complete	86	PLM Demo School 10	AOP-45679
AOP Demo Student 100	aop100@aop.org	ACT Online Prep™	English Short Test	2023-02-24	1	28-33	Complete	93	PLM Demo School 10	AOP-45679
ACT Online Prep User	lzhsl@onlineprep.act.org	ACT Online Prep™	ACT® Practice Exam 1	2022-11-23	1		Incomplete	0	PLM Demo School 10	demo855543
ACT Online Prep User	lzhsl@onlineprep.act.org	ACT Online Prep™	Practice Quiz	2022-11-23	1		Incomplete	0	PLM Demo School 10	demo855543

Real-Time Student Reports

- Data details shared in *Real-Time Student Reports* allow you to do the following:
 - View real-time student performance data on practice questions, short topic tests, full length practice exams, quizzes, and assignments.
 - View progress toward teacher-created assignment completion.
 - Drill down to performance data on practice questions, tests, exams, and quizzes.
 - Review time spent per question to determine level of effort
- To use this data instructionally, consider doing the following:
 - Group students by topics needing growth and/or use as enrichment for small group instruction.
 - Use the AOP program as a blended learning to support classroom instruction based on individual student need.
 - Measure growth to determine if instructional strategies are successful.

Example *Real-Time Reports*

The screenshot shows the 'Real-Time Reports' dashboard in the ACT Online Prep system. It features a search bar at the top and a table with the following data:

Overall							
Name	ID	Email	Institution	Created At	Last Active	SIS ID	
1 PLM 8 Student 3	37330792	plm@student3@aop.org	PLM Demo School 8	03/13/2023	03/30/2023	demo3457	
2 PLM 8 Student 2	37035032	plm@student2@aop.org	PLM Demo School 8	03/03/2023	03/13/2023		
3 PLM 8 Student 1	36831642	plm@student1@aop.org	PLM Demo School 8	02/24/2023	06/23/2023	AOP123456	
4 Jill Ralph (Student)	34924551	jill.ralph.student@onlineprep.act.org	PLM Demo School 8	01/05/2023	Never		
5 Mark Review Student	18148301	plmexam@aop.org	PLM Demo School 8	08/25/2021	08/25/2021		
6 Wes Gentry	852716	run.wes.run@gmail.com	PLM Demo School 8	12/14/2015	06/27/2023		

The screenshot shows the detailed view for 'PLM 8 Student 1'. It includes a 'Back' button and an 'Impersonate' button. The student's profile information is as follows:

- ID: #36831642
- School: PLM Demo School 8
- Groups: PLM 8 Demo Group, PLM 8 Science Sth., PLM 8 Afternoon test prep
- Courses: ACT Online Prep™
- SIS ID: AOP123456

Below this, the 'ACT Online Prep™ - Active' section shows the following summary:

06/23/2023 6 hrs 26 min 195 of 342
 Last Active Date Total Time Spent Study Tasks Completed

An 'Export' button is available to the right. The table below shows performance data for practice questions:

Category Name	Time Spent Answering Questions	% Correct
English	43 minutes	97% (417 / 430)
Conventions of Standard English	34 minutes	98% (240 / 245)
Knowledge of Language	5 minutes	94% (100 / 106)
Production of Writing	3 minutes	97% (77 / 79)
Mathematics	51 minutes	95% (307 / 323)
Integrating Essential Skills	3 minutes	95% (60 / 63)
Preparing for Higher Math - Number and Quantity	5 minutes	95% (75 / 79)

UNDERSTANDING THE DATA AVAILABLE—KEY DATA REPORTS

Test Name	Test Length	% Correct	Last Active Date	Score
English Short Test Complete	30 Questions	97% (29 / 30)	03/01/2023	30-35
Math Short Test Complete	22 Questions	95% (21 / 22)	03/02/2023	29-34
Reading Short Test Complete	18 Questions	100% (18 / 18)	03/02/2023	31-36
Science Short Test Complete	18 Questions	94% (17 / 18)	03/02/2023	28-35
ACT® Practice Exam 1 Complete	215 Questions	94% (203 / 215)	03/03/2023	34
ACT® Practice Exam 2 Complete	215 Questions	97% (209 / 215)	03/03/2023	36
Practice Quiz Complete	97 Questions	96% (93 / 97)	03/02/2023	--
Math and Science Quiz Complete	49 Questions	90% (44 / 49)	03/02/2023	--

Name	# of Tasks	Progress	Practice questions % Score	Test % Score	Date Started	Date Completed	Last Active
Short Subject Tests	4	100% (4 of 4 tasks)	N/A	97%	04/28/2023	04/28/2023	04/28/2023
Review Test Tips	18	100% (18 of 18 tasks)	N/A	N/A	06/20/2023	06/20/2023	06/20/2023
Class 2 Math	5	100% (5 of 5 tasks)	N/A	N/A	07/25/2023	07/25/2023	07/25/2023
Math Review	8	84% (7 of 8 tasks)	N/A	95%	07/25/2023	Never	07/25/2023
Science Review	12	38% (8 of 12 tasks)	100%	94%	07/25/2023	Never	07/25/2023
Reading Review	7	100% (7 of 7 tasks)	N/A	100%	07/25/2023	07/25/2023	07/25/2023
Demo 3	4	100% (4 of 4 tasks)	N/A	96%	07/27/2023	07/27/2023	07/27/2023

Using Data for Student Learning: TIPS

You can most effectively use the data from AOP to support student learning by applying the following tips.

- **Online dashboards:** Track students' progress using the online dashboards. The dashboards provided give key information to you as an instructor. The information available on the dashboards includes:
 - Student Overall Session Summary displays:
 - *Last Active:* The most recent date the student was active in the course
 - *Total Time Spent:* The amount of time the student has spent logged in
 - *Avg. Progress:* The percentage of total progress through AOP material
 - *Avg. Practice%:* The percentage of practice questions answered correctly

UNDERSTANDING THE DATA AVAILABLE—KEY DATA REPORTS

- *Avg. Test%*: The percentage of ACT Practice Exam questions answered correctly
- *Avg. Session Time*: The average time a student spends in the program each time they log in
- Courses Breakdown Summary displays:
 - *Last Active*: The most recent date the student was active in the course
 - *Student Status*: The student's percentile ranking among all AOP users
 - *Progress*: The percentage of total progress through AOP material
 - *Avg. Practice%*: The percentage of practice questions answered correctly
 - *Avg. Test%*: The percentage of ACT Practice Exam questions answered correctly
- **Session reports**: Optionally, you can also run *Session Detail* reports, which provide time-on-task data and can be filtered by date range.
- **Anecdotal analysis**: Consider taking anecdotal notes on what you discover as you analyze the data and look for patterns or trends in it. Some common patterns or trends and relevant next steps may include those in the table below.

Pattern or Trends	Next Steps
Strengths in specific content for individual students	Provide enrichment opportunities during instructional periods focused on that content.
Opportunities for improvement in specific content for individual students	Assign lessons and practice aligned to student needs.
Strengths or opportunities for improvement in specific content for a small group of students	Plan tiered interventions or extensions (using one of the small group instruction models, described earlier).
Strengths in specific content for all but a handful of students	Consider means to extend or compact learning tied to that content.
Opportunities for improvement in specific content for all but a handful of students	Build opportunities to revisit core content in whole group instruction with differentiated extension activities for the handful of students who do not require additional time on task for this specific content.

Pattern or Trends	Next Steps
	Review the curriculum to determine if the curriculum needs strengthening in this specific content for future instruction with other groups of students.

- **CCRS criteria:** Use the data from AOP, including students' predicted ACT scores, alongside classroom data and other available data to determine the degree to which students have met the ACT CCRS.
 - Consider additional options for tiered intervention or extensions to ensure all students will be ready for college and careers upon graduation from high school.
- **Practice test opportunities:** Schedule opportunities for students to complete a full-length ACT Practice Exam with Scoring under actual testing conditions in AOP.
 - While the best preparation for the ACT is quality instruction, such as core instruction with AOP, since most people perform best in familiar contexts, giving students an opportunity to experience the testing context can support increased achievement on the actual ACT.
- **Test day goal:** Make sure students select a test day so they have a target goal; the Study Plan will help guide how much they need to complete to remain on track.
 - Most people achieve better when they have clear goals and a realistic plan to achieve those goals. When students know their test day and have a study plan tied to that goal, this can motivate and help them experience greater success when they take the ACT.

For More Information

To access additional information about AOP administration and reporting, visit the [AOP Training Toolkit](#).