

Madison Metropolitan School District

Use of the ACT Suite & WorkKeys

A Presentation for:
The Special Committee on Improving Educational
Opportunities in High School

October 24, 2012
Madison, WI

At present our use of the ACT Suite & WorkKeys has focused on three key objectives:

1. Use of EPAS results to inform instruction and interventions. (i.e., Memorial High School's use of EPAS results to inform course selection for students in terms of interventions, East High School's use for the Freshman Writing Assessment, etc.).
1. Use of EPAS to increase students' ownership of their own learning (i.e., counselor presentations to students and families about interpretation and use of EPAS results, student use of rubric to assess writing skills, etc.)
3. Use of EPAS to strengthen connections to career readiness concepts (i.e., Use of WorkKeys and Key Train in MMSD and the NCRC).

Use of the ACT Suite and WorkKeys to Inform Instruction.

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Examples:

Use of 8th grade Explore results to inform 9th grade course selection.

Use of 8th grade Explore results to inform recommended 9th grade interventions.

Use of ACT Writing scoring rubric for Freshman Writing Assessment.

Use of WorkKeys in Career & Technical Education classes.



TEACHER Orientation to EPAS



**Take Sample Test Questions
in each section**

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**I.E.**

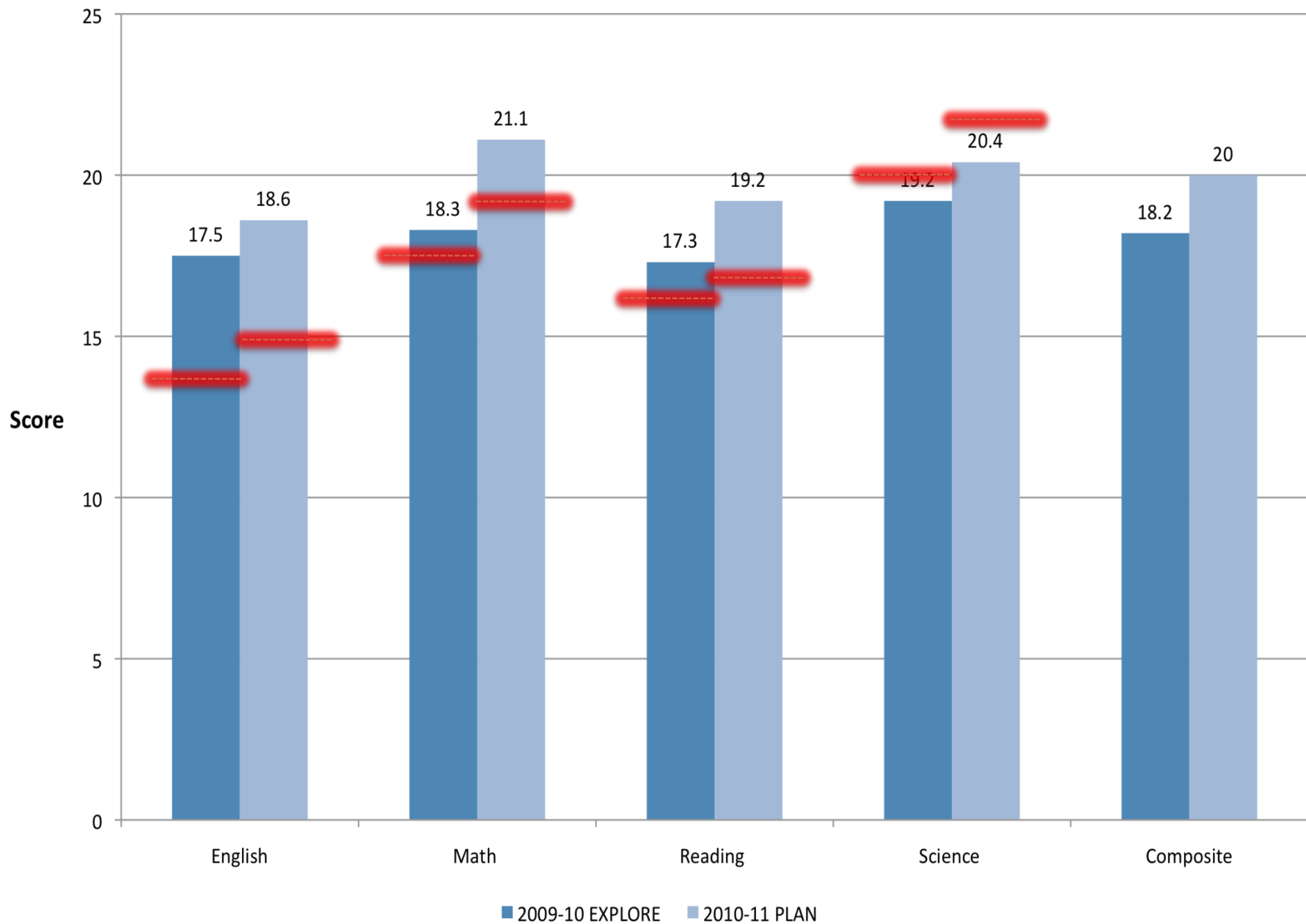
**Reading**

**10 questions, 10 minutes**



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- 1. What was this testing experience like for you?** (resist the temptation to talk about how students might experience it)
  - 2. What skills do students need to be successful on these tests?** (or, in life)
  - 3. What skills do we need in order to help students be successful learning these skills?**

# JMM EXPLORE and PLAN Scores for All Students





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# What we can provide:

- Your class roster with EXPLORE, PLAN, SRI, etc. scores listed.
- Support using item analysis with your team or department, or students.





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# EPAS

**Why is it important to know what skills students need to be successful on the EXPLORE, PLAN, and ACT?**

## College Readiness Benchmark Scores (Explore/Plan/ACT)

| Subject Test | EXPLORE<br>Test Score |         | PLAN<br>Test Score |          | ACT<br>Test Score |
|--------------|-----------------------|---------|--------------------|----------|-------------------|
|              | Grade 8               | Grade 9 | Grade 10           | Grade 11 |                   |
| English      | 13                    | 14      | 15                 | 17       | 18                |
| Mathematics  | 17                    | 18      | 19                 | 21       | 22                |
| Reading      | 15                    | 16      | 17                 | 19       | 21                |
| Science      | 20                    | 20      | 21                 | 23       | 24                |

*What Are ACT's College Readiness Benchmarks?*

<http://www.act.org/research/policymakers/pdf/benchmarks.pdf>

*Students who meet a Benchmark on the ACT or COMPASS have approximately a 50% chance of earning a B or better and approximately a 75% chance or better of earning a C or better in the corresponding college course (Biology, College Algebra, Social Sciences, and English Composition)...the first credit-bearing courses most commonly taken by first-year college students. Reading achievement is most closely aligned with success in credit-bearing social sciences courses in college.*



## What is sufficient growth?

**1-2 Scale Score points per year, if student is on-pace for benchmark**

### **EXAMPLE**

8<sup>th</sup> grade EXPLORE Reading =15

9<sup>th</sup> grade EXPLORE Reading should be 16-17

10<sup>th</sup> grade PLAN Reading should be 17-19

11<sup>th</sup> grade ACT Reading should be 21 or over

**2-4 Scale Score points per year, if the student is off-pace for benchmark**

These students need to make accelerated jumps to reach benchmark by graduation

### **EXAMPLE**

8<sup>th</sup> grade EXPLORE Reading =12

9<sup>th</sup> grade EXPLORE Reading should be 14-16

**10<sup>th</sup> grade PLAN Reading should be 16-20**

11<sup>th</sup> grade ACT Reading should be 21 or over.



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# **Formative vs. Summative Assessments**



**ACT is Summative- it is only 1 measure used for  
course placement and college admissions**

Formative

Benchmark

Summative



Daily Ongoing Evaluation Strategies

Periodic Diagnostic/Progress Assessments

Large-Scale Standardized Assessments



Immediate Feedback

Multiple Data Points Across Time

Annual Snapshot



Student-Centered

Classroom/School-Centered

School /District/State-Centered



To quickly inform instruction

To benchmark and monitor progress

To evaluate cumulative learning



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**Homeroom is used to help  
students prepare for school-wide  
EPAS testing date**

# Use of the ACT Suite and Work Keys to Inform Instruction.

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## Examples:

Use of 8<sup>th</sup> grade Explore results to inform 9<sup>th</sup> grade course selection.

Use of 8<sup>th</sup> grade Explore results to inform recommended 9<sup>th</sup> grade interventions.

Use of ACT Writing scoring rubric for Freshman Writing Assessment.

Use of WorkKeys in Career & Technical Education classes.

# Use of the ACT Suite and WorkKeys to increase students' ownership of their own learning.

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## Examples:

- Counselor presentations to 9th grade students on interpretation, relevance, and improvement strategies (for Explore).
- Counselor presentations to 9<sup>th</sup> grade parents/guardians on interpretation, relevance, and improvement strategies (for Explore).
- Counselor workshops (e.g., evening presentations, College & Career Night, etc.) on relevance of ACT for accessing, and assessing preparedness for, post-secondary opportunities.
- Use of WorkKeys to support students in self-evaluating readiness for career fields of interest and to support attaining the NCRC.





**Memorial High School's  
STUDENT ORIENTATION  
TO  
EPAS TESTING**



**What would you do if you could  
design your future?**

**It's all up to your imagination,  
and hard work.**



# EXPLORE<sup>®</sup>



## Understanding Your EXPLORE Results AND Exploring your Future Paths in Career Cruising

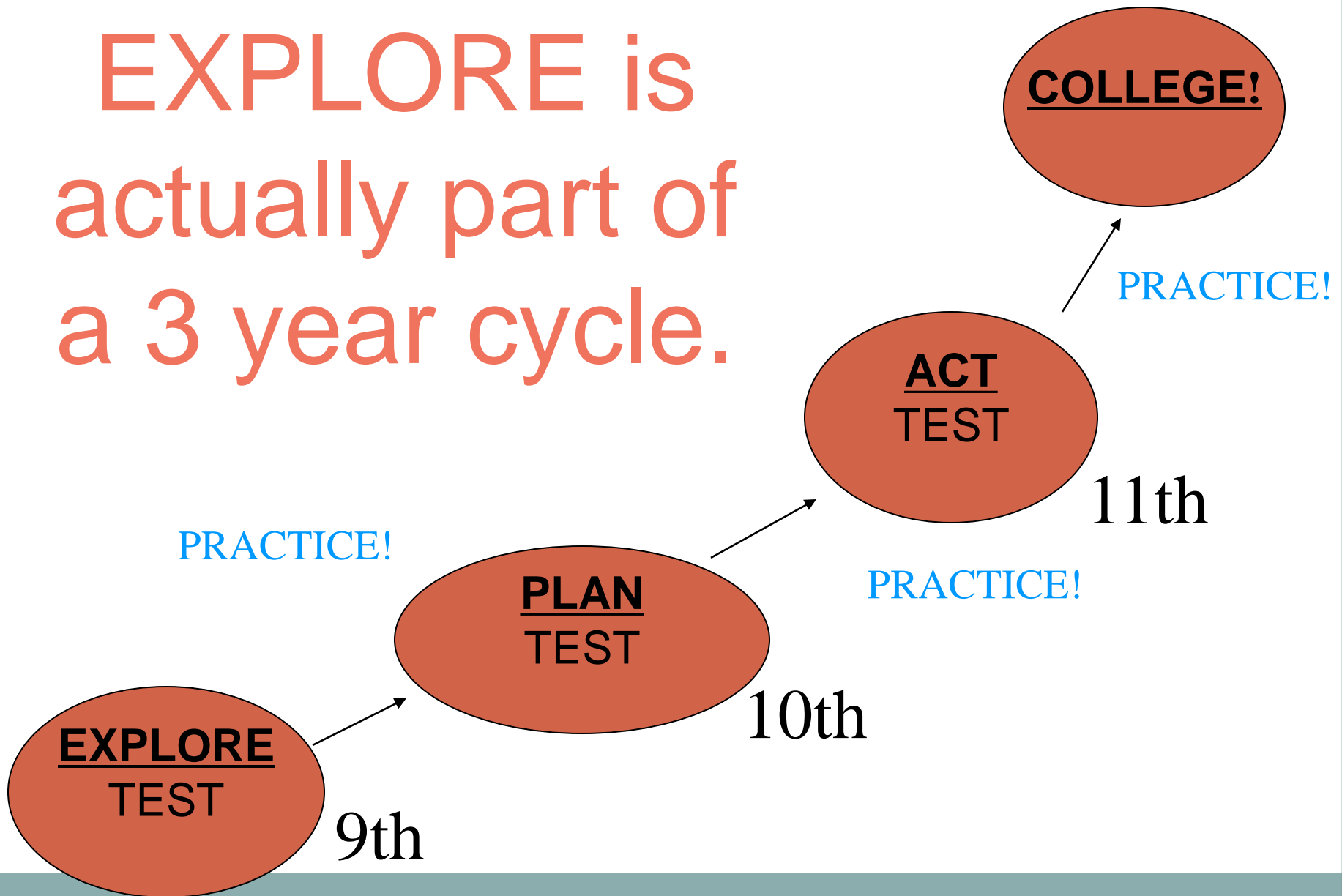


# What do your EXPLORE Test Results tell you???

20

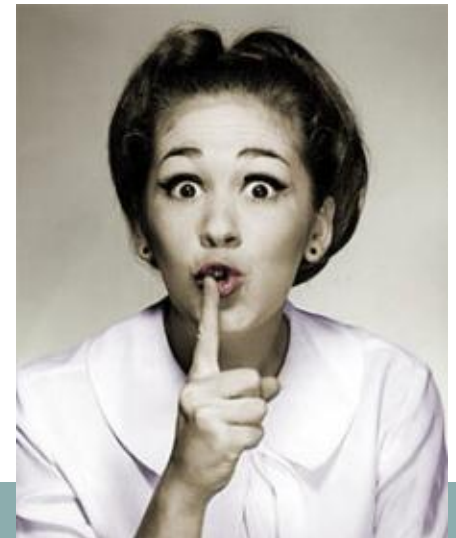
- **HOW WELL YOU ARE LEARNING COLLEGE AND CAREER SKILLS COMPARED TO OTHER 9<sup>TH</sup> GRADERS** related to English, math, reading, & science.
- EXPLORE also helps you identify **careers** that might be right for you.

EXPLORE is  
actually part of  
a 3 year cycle.

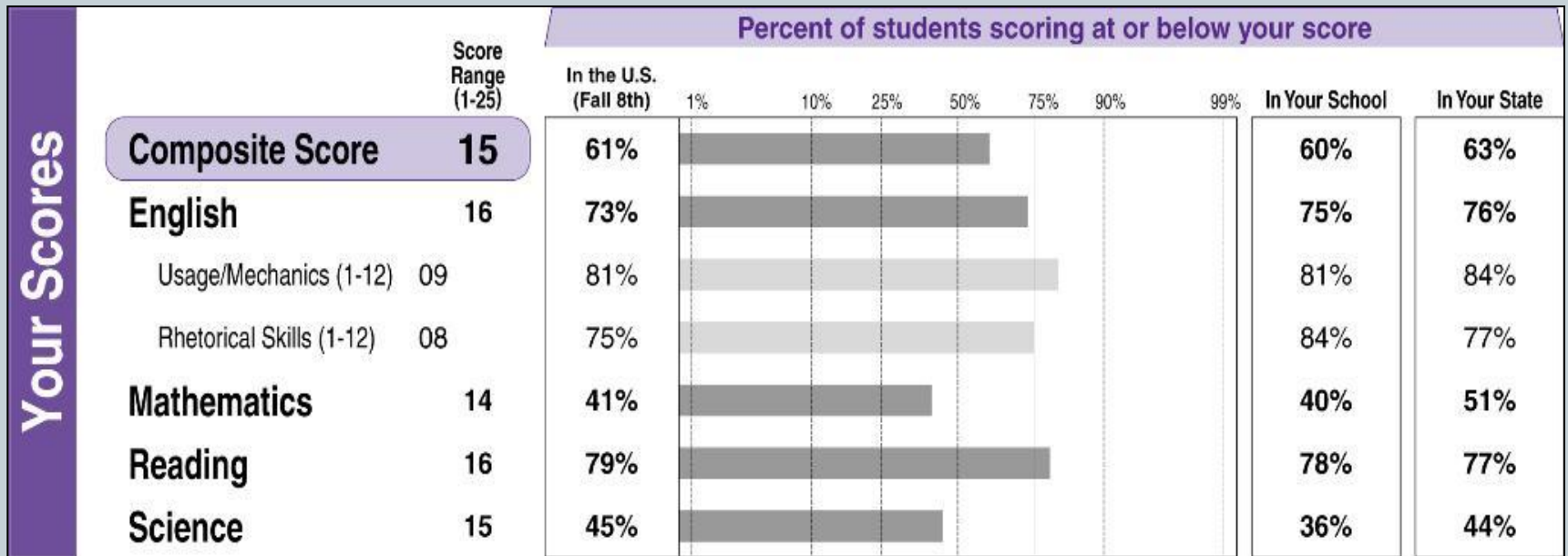


**The better you score on your  
ACT Test in Grade 11, the  
better your chances are to get  
into college.**

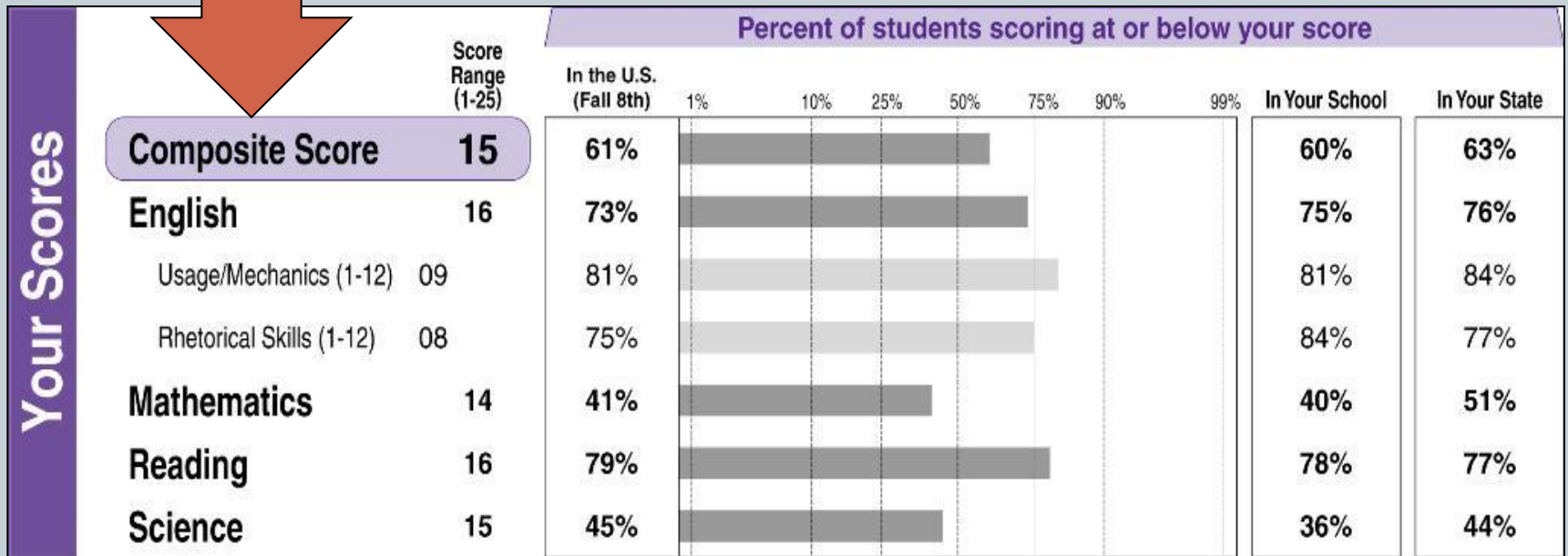
Students who take the  
EXPLORE are more likely to do  
well on the ACT test, and be  
ready for college.



# How To Interpret Your Scores:



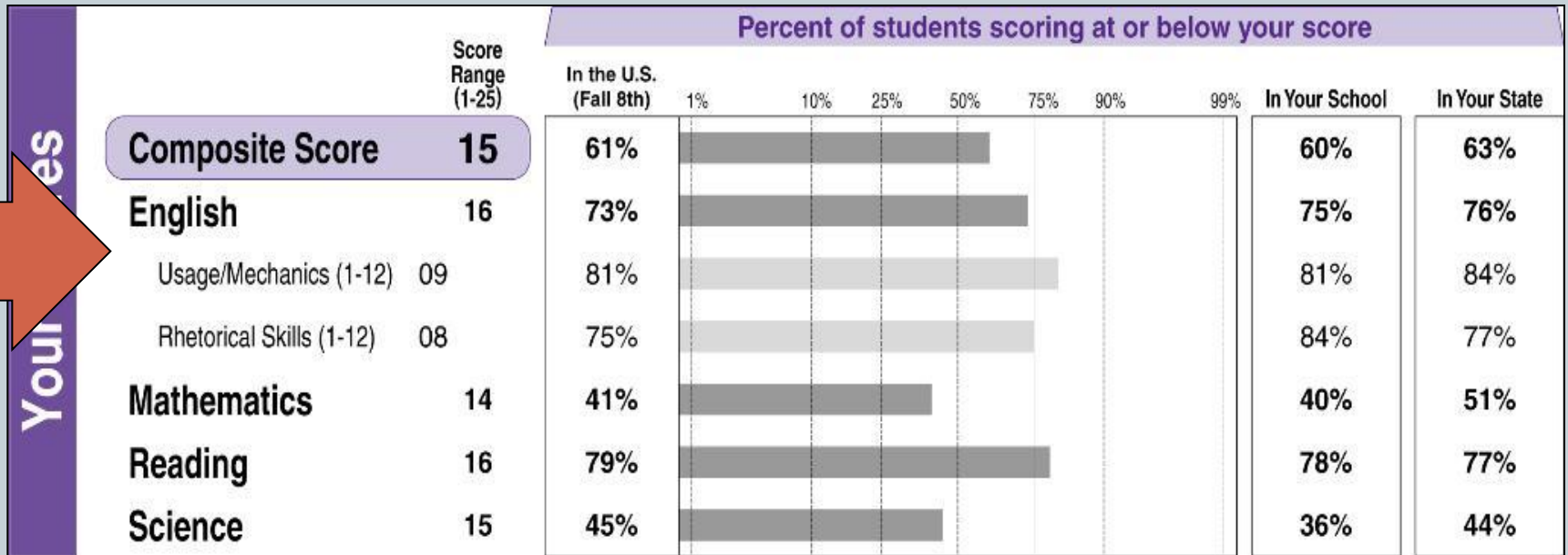
# “Composite Score”



**(ALL your scores AVERAGED together)**



# “Subject Area Scores”

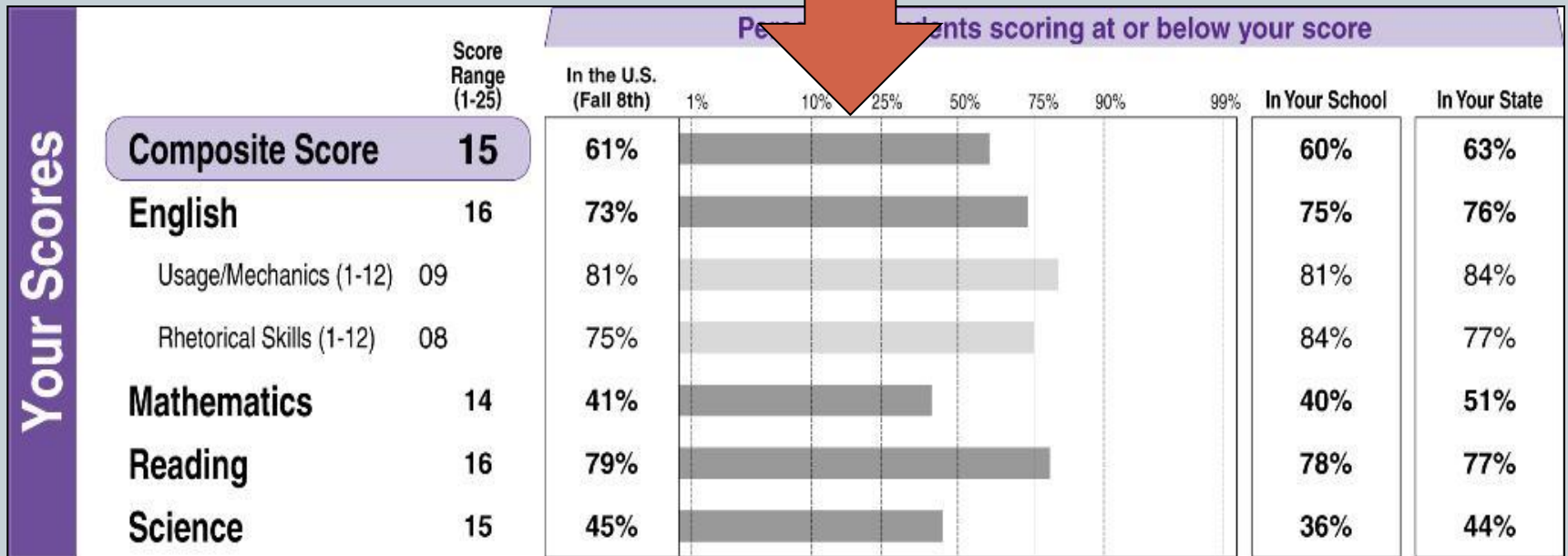


Your Scores

# “Percentile Scores”

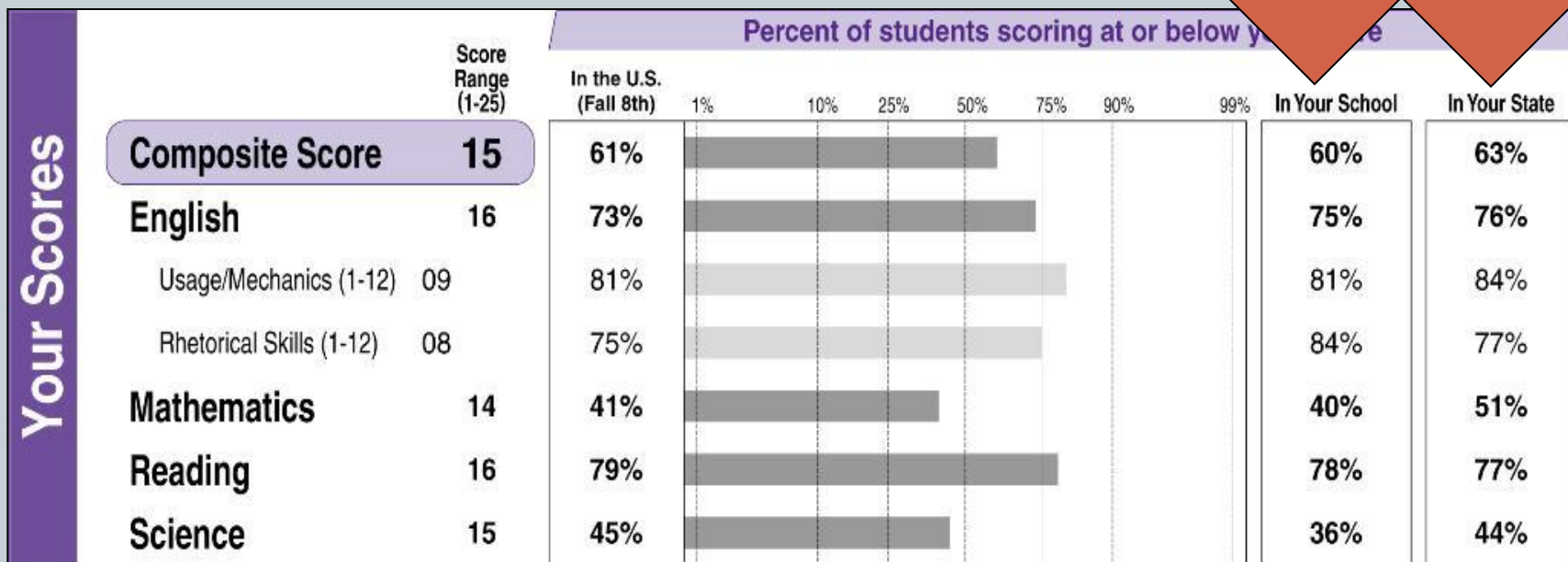


This tells how I am doing when compared to other students my age in the United States.



# Your score fell at or above this many students at Memorial HS, and in Wisconsin.

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# Your Explore BENCHMARK score tells you how ready you are for college compared to other students close to your age.

## College Readiness

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

| EXPLORE Benchmark Scores (8th Grade) |    | Your score is:                      |                          |                                     |
|--------------------------------------|----|-------------------------------------|--------------------------|-------------------------------------|
|                                      |    | Below                               | At                       | Above                               |
| English                              | 13 | <input type="checkbox"/>            | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| Mathematics                          | 17 | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/>            |
| Reading                              | 15 | <input type="checkbox"/>            | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| Science                              | 20 | <input checked="" type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/>            |

**About Your Scores.** One or more of your EXPLORE 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. It's not too early to start thinking about college.

Your Scores Mean *Nothing*,  
*UNLESS ...*  
**YOU DO SOMETHING ABOUT IT!!!**



**DO  
SOMETHING!!!**

Your Skills

More Info at [www.explorestudent.org](http://www.explorestudent.org)

Ask for your test booklet so you can review the questions and your answers.  
 "✓" = correct answer, "0" = no response, "✗" = marked more than one answer

Suggestions for improving your skills are based on your scores.

| English | SUBSCHOOL AREA<br>(# = Usage; # = Historical Skills) |                                     |                                     | Content Areas     |                                 |       |     |                                                                                                                                                                           |                                                                                            |
|---------|------------------------------------------------------|-------------------------------------|-------------------------------------|-------------------|---------------------------------|-------|-----|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------|
|         | Question Correct Answer Your Answer                  | Question Correct Answer Your Answer | Question Correct Answer Your Answer | Topic Development | To improve your skills you can: |       |     |                                                                                                                                                                           |                                                                                            |
| 1       | A +                                                  | 18                                  | D +                                 | r                 | 35                              | A +   | r   | challenge yourself by reading new kinds of books; experiment with new writing styles                                                                                      |                                                                                            |
| 2       | C +                                                  | 19                                  | D C +                               | r                 | 36                              | B C + | r   | rewrite a paper, sharpening its focus by cutting sentences not directly related to the topic                                                                              |                                                                                            |
| 3       | A +                                                  | 20                                  | A +                                 | r                 | 37                              | D 0   | u   | add examples to illustrate or support major points                                                                                                                        |                                                                                            |
| 4       | D +                                                  | r                                   | 21                                  | C +               | r                               | 38    | D 0 | u                                                                                                                                                                         | use transitions (like <i>similarly</i> or <i>to repeat</i> ) to compare or emphasize ideas |
| 5       | B +                                                  | r                                   | 22                                  | C B +             | r                               | 39    | A + | r                                                                                                                                                                         | have a classmate read your paper to see if sentences need to be reordered for clarity      |
| 6       | B A +                                                | r                                   | 23                                  | A +               | r                               | 40    | B + | r                                                                                                                                                                         | try different openings and closings for a paper; say which works best and why              |
| 7       | D +                                                  | r                                   | 24                                  | B +               | u                               |       |     | make sure repetition in a paper is purposeful (to provide emphasis, unity, etc.)                                                                                          |                                                                                            |
| 8       | A +                                                  | r                                   | 25                                  | B +               | u                               |       |     | verify that each pronoun clearly refers to a noun or noun phrase                                                                                                          |                                                                                            |
| 9       | C +                                                  | r                                   | 26                                  | A D +             | r                               |       |     | revisit writing to make sure the words convey the same tone or vary in tone for a good reason                                                                             |                                                                                            |
| 10      | B A +                                                | r                                   | 27                                  | C +               | r                               |       |     | learn the difference between uses of coordinating conjunctions (like <i>and</i> or <i>but</i> ) and subordinating conjunctions (like <i>after</i> or <i>though</i> )      |                                                                                            |
| 11      | A +                                                  | r                                   | 28                                  | D +               | r                               |       |     | make sure pronoun person is consistent in a sentence; for instance, avoid shifts: from one ("When one sees...") to you ("...you are impressed")                           |                                                                                            |
| 12      | D C +                                                | r                                   | 29                                  | B +               | u                               |       |     | check possessive pronouns (like <i>her</i> or <i>his</i> ) to make sure they are used correctly                                                                           |                                                                                            |
| 13      | D +                                                  | r                                   | 30                                  | D +               | r                               |       |     | use the word <i>have</i> (not of) following verbs like <i>could</i> , <i>would</i> , and <i>should</i>                                                                    |                                                                                            |
| 14      | B 0                                                  | r                                   | 31                                  | A +               | u                               |       |     | delete unneeded commas in compound constructions, as in "Flags waved[,] and rustled"                                                                                      |                                                                                            |
| 15      | A +                                                  | r                                   | 32                                  | C +               | u                               |       |     | check to make sure semicolons are not used between a dependent and independent clause in a sentence (for example, "He ran all the way to school[,] because he was late.") |                                                                                            |
| 16      | B A +                                                | r                                   | 33                                  | C +               | u                               |       |     |                                                                                                                                                                           |                                                                                            |
| 17      | C +                                                  | r                                   | 34                                  | C B +             | r                               |       |     |                                                                                                                                                                           |                                                                                            |

• You correctly answered 28 out of 40 questions.  
 • You omitted 3 questions.  
 • You incorrectly answered 9 questions.

| Mathematics | SUBSCHOOL AREA<br>(# = Usage; # = Historical Skills) |                                     |                                     | Content Areas    |                                 |                                                                                                                                                                                                                                          |
|-------------|------------------------------------------------------|-------------------------------------|-------------------------------------|------------------|---------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|             | Question Correct Answer Your Answer                  | Question Correct Answer Your Answer | Question Correct Answer Your Answer | Basic Operations | To improve your skills you can: |                                                                                                                                                                                                                                          |
| 1           | A +                                                  | 15                                  | A +                                 | 29               | B C                             | determine the discount price of items on sale (for example, an item that normally cost \$10.00 is on sale for 13% off, so the sale price of the item is \$8.70)                                                                          |
| 2           | C +                                                  | 16                                  | B A                                 | 30               | D +                             | calculate the score value you need on your next math test to raise your overall grade by a certain percent                                                                                                                               |
| 3           | A +                                                  | 17                                  | C +                                 |                  |                                 | predict the outcome of simple events (for example, the sum of two 6-sided fair number cubes when rolled)                                                                                                                                 |
| 4           | D +                                                  | 18                                  | +                                   |                  |                                 | research, and discuss with others, the uses of number sequences (for example, Fibonacci, arithmetic, geometric)                                                                                                                          |
| 5           | B +                                                  | 19                                  | D C                                 |                  |                                 | obtain lists of formulas and practice substituting positive and negative whole numbers into the formulas to evaluate                                                                                                                     |
| 6           | B A +                                                | 20                                  | +                                   |                  |                                 | practice adding and subtracting algebraic expressions such as $(3h + 8k) - (5h - 2k) = -2h + 10k$                                                                                                                                        |
| 7           | D +                                                  | 21                                  | C +                                 |                  |                                 | practice solving two-step equations such as $2x - 18 = -32$ ; $2x - 14$ ; $x = -7$                                                                                                                                                       |
| 8           | A B                                                  | 22                                  | C B                                 |                  |                                 | draw coordinate maps of your school, home, town, etc., labeling one point as the origin (0,0) and locating all other points appropriately; recognize lines that are vertical or horizontal and increasing and decreasing slopes of lines |
| 9           | C +                                                  | 23                                  | +                                   |                  |                                 | use number lines to represent lengths of segments (for example, have a friend point to any two points on a meterstick and mentally calculate the distance between the two points)                                                        |
| 10          | B A                                                  | 24                                  | B C                                 |                  |                                 | determine how the sum of the interior angles of polygons are related (for example, cut the angles off of a triangle and arrange them to make a line; cut the angles off of a quadrilateral and arrange them to make a circle)            |
| 11          | A +                                                  | 25                                  | +                                   |                  |                                 | quiz yourself and practice using the basic area and perimeter formulas for various polygons                                                                                                                                              |
| 12          | D C                                                  | 26                                  | A D                                 |                  |                                 |                                                                                                                                                                                                                                          |
| 13          | D B                                                  | 27                                  | C +                                 |                  |                                 |                                                                                                                                                                                                                                          |
| 14          | B 0                                                  | 28                                  | D C                                 |                  |                                 |                                                                                                                                                                                                                                          |

• You correctly answered 17 out of 30 questions.  
 • You omitted 1 question.  
 • You incorrectly answered 12 questions.

| Reading | SUBSCHOOL AREA<br>(# = Usage; # = Historical Skills) |                                     |                                     | Content Areas                    |                                 |                                                                                                                                                                           |
|---------|------------------------------------------------------|-------------------------------------|-------------------------------------|----------------------------------|---------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|         | Question Correct Answer Your Answer                  | Question Correct Answer Your Answer | Question Correct Answer Your Answer | Main Ideas and Author's Approach | To improve your skills you can: |                                                                                                                                                                           |
| 1       | A +                                                  | 11                                  | A +                                 | 21                               | C +                             | take notes on a challenging text; decide how the information fits together as a whole                                                                                     |
| 2       | C +                                                  | 12                                  | D C                                 | 22                               | C B                             | practice writing brief summaries of books you have read                                                                                                                   |
| 3       | A B                                                  | 13                                  | D +                                 | 23                               | A +                             | decide who is telling a story (a child, an adult, etc.) and if that viewpoint relates the story well                                                                      |
| 4       | D +                                                  | 14                                  | B 0                                 | 24                               | B C                             | understand textual details and how they contribute to the author's or narrator's message (for example, strengthening or clarifying it)                                    |
| 5       | B +                                                  | 15                                  | A +                                 | 25                               | B +                             | write an essay about something you've read, supporting your ideas with evidence                                                                                           |
| 6       | B A                                                  | 16                                  | B A                                 | 26                               | C +                             | use a chart or web to connect a series of events in a text or film, or from an everyday occurrence, justifying your chosen sequence                                       |
| 7       | D +                                                  | 17                                  | C +                                 | 27                               | C +                             | decide whether comparisons made by the author or narrator help you understand relationships                                                                               |
| 8       | A B                                                  | 18                                  | D +                                 | 28                               | A B                             | look up word meanings and determine how the words an author or narrator uses affect people's impressions of a topic or issue                                              |
| 9       | C +                                                  | 19                                  | D C                                 | 29                               | B +                             | defend or challenge the author's or narrator's claims in a text by locating key pieces of information in other sources                                                    |
| 10      | B A                                                  | 20                                  | A +                                 | 30                               | D C                             | make accurate generalizations (avoiding oversimplifications) based on details in the text (for example, "You live there—in that polka-dotted house?" suggests disability) |

• You correctly answered 18 out of 30 questions.  
 • You omitted 1 question.  
 • You incorrectly answered 11 questions.

| Science | SUBSCHOOL AREA<br>(# = Usage; # = Historical Skills) |                                     |                                     | Content Areas          |                                 |                                                                                                                                                                                  |
|---------|------------------------------------------------------|-------------------------------------|-------------------------------------|------------------------|---------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|         | Question Correct Answer Your Answer                  | Question Correct Answer Your Answer | Question Correct Answer Your Answer | Interpretation of Data | To improve your skills you can: |                                                                                                                                                                                  |
| 1       | A +                                                  | 11                                  | A +                                 | 21                     | C +                             | know how to locate several pieces of data in a complex table or graph (for example, a graph with several curved lines or axes displaying values that increases by powers of ten) |
| 2       | C +                                                  | 12                                  | D C                                 | 22                     | C B                             | take data from an experiment you or others did and use it to make a line graph and a bar graph                                                                                   |
| 3       | A C                                                  | 13                                  | +                                   | 23                     | A +                             | describe how the values of several pieces of data from a line graph are different (for example, larger or smaller)                                                               |
| 4       | D A                                                  | 14                                  | B 0                                 | 24                     | B C                             | do an experiment that includes a control group (something used as the basis for comparison) and that uses procedures with several steps                                          |
| 5       | B +                                                  | 15                                  | A +                                 | 25                     | B C                             | create a one-step experiment that will answer a specific question                                                                                                                |
| 6       | B A                                                  | 16                                  | B A                                 | 26                     | A D                             | tell how two experiments are the same or different                                                                                                                               |
| 7       | D +                                                  | 17                                  | C +                                 | 27                     | C +                             | read descriptions of actual experiments and, in each case, see if the reported results support the hypothesis                                                                    |
| 8       | A B                                                  | 18                                  | D A                                 | 28                     | D B                             | read a scientist's opinion about an observation and figure out what assumptions the scientist made in forming that opinion                                                       |
| 9       | C A                                                  | 19                                  | D C                                 |                        |                                 |                                                                                                                                                                                  |
| 10      | B A                                                  | 20                                  | A +                                 |                        |                                 |                                                                                                                                                                                  |

• You correctly answered 12 out of 28 questions.  
 • You omitted 1 question.  
 • You incorrectly answered 15 questions.

Flip to side #2.



©



# You Can See Which Questions You Answered Correctly and Incorrectly

Ask for your test booklet so you can review the questions and your answers.  
 “+” = correct answer, “o” = no response, “\*” = marked more than one answer

| SUBSCORE AREA<br>(u = Usage; r = Rhetorical Skills) |                |        |          |          |                |        |          |          |                |        |          |
|-----------------------------------------------------|----------------|--------|----------|----------|----------------|--------|----------|----------|----------------|--------|----------|
| Question                                            | Correct Answer |        |          | Question | Correct Answer |        |          | Question | Correct Answer |        |          |
|                                                     | Your           | Answer | Subscore |          | Your           | Answer | Subscore |          | Your           | Answer | Subscore |
| 1                                                   | A              | +      | u        | 18       | D              | +      | r        | 35       | A              | +      | r        |
| 2                                                   | C              | +      | u        | 19       | D              | C      | u        | 36       | B              | C      | r        |
| 3                                                   | A              | +      | u        | 20       | A              | +      | u        | 37       | D              | o      | u        |
| 4                                                   | D              | +      | r        | 21       | C              | +      | r        | 38       | D              | o      | u        |
| 5                                                   | B              | +      | r        | 22       | C              | B      | r        | 39       | A              | +      | r        |
| 6                                                   | B              | A      | r        | 23       | A              | +      | r        | 40       | B              | +      | r        |
| 7                                                   | D              | +      | u        | 24       | B              | +      | u        |          |                |        |          |
| 8                                                   | A              | +      | u        | 25       | B              | +      | u        |          |                |        |          |
| 9                                                   | C              | +      | r        | 26       | A              | D      | r        |          |                |        |          |
| 10                                                  | B              | A      | u        | 27       | C              | +      | r        |          |                |        |          |
| 11                                                  | A              | +      | u        | 28       | D              | +      | r        |          |                |        |          |
| 12                                                  | D              | C      | r        | 29       | B              | +      | u        |          |                |        |          |
| 13                                                  | D              | +      | r        | 30       | D              | +      | r        |          |                |        |          |
| 14                                                  | B              | o      | r        | 31       | A              | +      | u        |          |                |        |          |
| 15                                                  | A              | +      | r        | 32       | C              | +      | u        |          |                |        |          |
| 16                                                  | B              | A      | r        | 33       | C              | +      | u        |          |                |        |          |
| 17                                                  | C              | +      | u        | 34       | C              | B      | r        |          |                |        |          |

**English**

**Content Areas**

- Topic Development
- Organization
- Word Choice
- Sentence Structure
- Usage
- Punctuation

- You correctly answered 28 out of 40 questions.
- You omitted 3 questions.
- You incorrectly answered 9 questions.

# Look at the TIPS on how to Improve Your Skills

Ask for your test booklet so you can review the questions and your answers.  
 “+” = correct answer, “o” = no response, “\*” = marked more than one answer

Suggestions for improving your skills are based on your scores.

| Question | Correct Answer | Your Answer | SUBSCORE AREA |                   |       | Question | Correct Answer | Your Answer | Subscore |   |   |
|----------|----------------|-------------|---------------|-------------------|-------|----------|----------------|-------------|----------|---|---|
|          |                |             | Usage         | Rhetorical Skills | Usage |          |                |             |          |   |   |
| 1        | A              | +           | u             | 18                | D     | +        | r              | 35          | A        | + | r |
| 2        | C              | +           | u             | 19                | D     | C        | u              | 36          | B        | C | r |
| 3        | A              | +           | u             | 20                | A     | +        | u              | 37          | D        | o | u |
| 4        | D              | +           | r             | 21                | C     | +        | r              | 38          | D        | o | u |
| 5        | B              | +           | r             | 22                | C     | B        | r              | 39          | A        | + | r |
| 6        | B              | A           | r             | 23                | A     | +        | r              | 40          | B        | + | r |
| 7        | D              | +           | u             | 24                | B     | +        | u              |             |          |   |   |
| 8        | A              | +           | u             | 25                | B     | +        | u              |             |          |   |   |
| 9        | C              | +           | r             | 26                | A     | D        | r              |             |          |   |   |
| 10       | B              | A           | u             | 27                | C     | +        | r              |             |          |   |   |
| 11       | A              | +           | u             | 28                | D     | +        | r              |             |          |   |   |
| 12       | D              | C           | r             | 29                | B     | +        | u              |             |          |   |   |

## Content Areas

### Topic Development

### Organization

### Word Choice

### Sentence Structure

### Usage

### Punctuation

## To improve your skills you can:

- challenge yourself by reading new kinds of books; experiment with new writing styles
- rewrite a paper, sharpening its focus by cutting sentences not directly related to the topic
- add examples to illustrate or support major points
- use transitions (like *similarly* or *to repeat*) to compare or emphasize ideas
- have a classmate read your paper to see if sentences need to be reordered for clarity
- try different openings and closings for a paper; say which works best and why
- make sure repetition in a paper is purposeful (to provide emphasis, unity, etc.)
- verify that each pronoun clearly refers to a noun or noun phrase
- reread writing to make sure the words convey the same tone or vary in tone for a good reason
- learn the difference between uses of coordinating conjunctions (like *and* or *but*) and subordinating conjunctions (like *after* or *though*)
- make sure pronoun person is consistent in a sentence; for instance, avoid shifts from *one* (“When one sees . . .”) to *you* (“ . . . you are impressed.”)
- check possessive pronouns (like *her* or *his*) to make sure they are used correctly
- use the word *have* (not *of*) following verbs like *could*, *would*, and *should*
- use commas, dashes, or parentheses to set off nonessential information in a sentence
- delete unneeded commas in compound constructions, as in “Flags waved[,] and rustled.”
- check to make sure semicolons are not used between a dependent and independent clause in a sentence (for example, “He ran all the way to school[;] because he was late.”)





YES!



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SEE YOUR COUNSELOR to:

-get your test booklet

-take a closer look at the questions you got  
wrong

-figure out what to work on so you can Improve  
your scores!

At the very least, adopt these

YES!

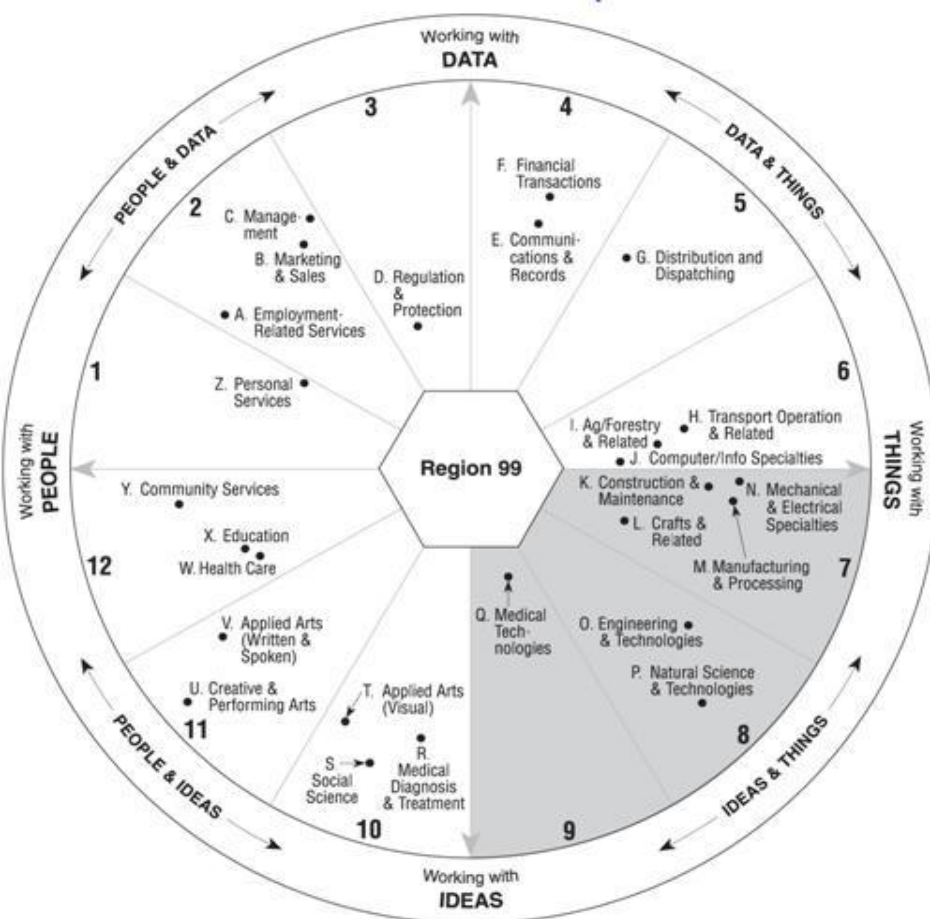


## Study Skills:

- Set a regular time and place to study each day and throughout the week.
- Keep a daily “to do” list, or **USE YOUR PLANNER!**
- Set goals for yourself.
- Do your reading assignments before the material is discussed in class.
- Pay close attention and take good notes in class.
- Prepare for tests daily through homework instead of cramming at the last minute.

# Your Career "Suggestions" are SHADED GRAY

World-of-Work Map



Career Area List

**A. Employment-Related Services**

Human Resources Manager; Recruiter; Interviewer

**B. Marketing & Sales**

Agents (Insurance, Real Estate, etc.); Retail Salesworker

**C. Management**

Executive; Office Manager; Hotel/Motel Manager

**D. Regulation & Protection**

Food Inspector; Police Officer; Detective

**E. Communications & Records**

Secretary; Court Reporter; Office Clerk

**F. Financial Transactions**

Accountant; Bank Teller; Budget Analyst

**G. Distribution & Dispatching**

Warehouse Supervisor; Air Traffic Controller

**H. Transport Operation & Related**

Truck/Bus/Cab Drivers; Ship Captain; Pilot

**I. Agriculture, Forestry & Related**

Farmer; Nursery Manager; Forester

**J. Computer & Information Specialties**

Programmer; Systems Analyst; Desktop Publisher; Actuary

**K. Construction & Maintenance**

Carpenter; Electrician; Bricklayer

**L. Crafts & Related**

Cabinetmaker; Tailor; Chef/Cook; 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**

Physicist; Biologist; Chemist; Statistician

**Q. Medical Technologies (also see Area W)**

Pharmacist; Optician; Dietitian; Technologists (Surgical, etc.)

**R. Medical Diagnosis & Treatment (also see Area W)**

Physician; Pathologist; Dentist; Veterinarian; Nurse Anesthetist

**S. Social Science**

Sociologist; Political Scientist; Economist; Urban Planner

**T. Applied Arts (Visual)**

Artist; 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)**

Recreational Therapist; Dental Assistant; Licensed Practical Nurse

**X. Education**

Administrator; Athletic Coach; Teacher

**Y. Community Services**

Social Worker; Lawyer; Paralegal; Counselor; Clergy

**Z. Personal Services**

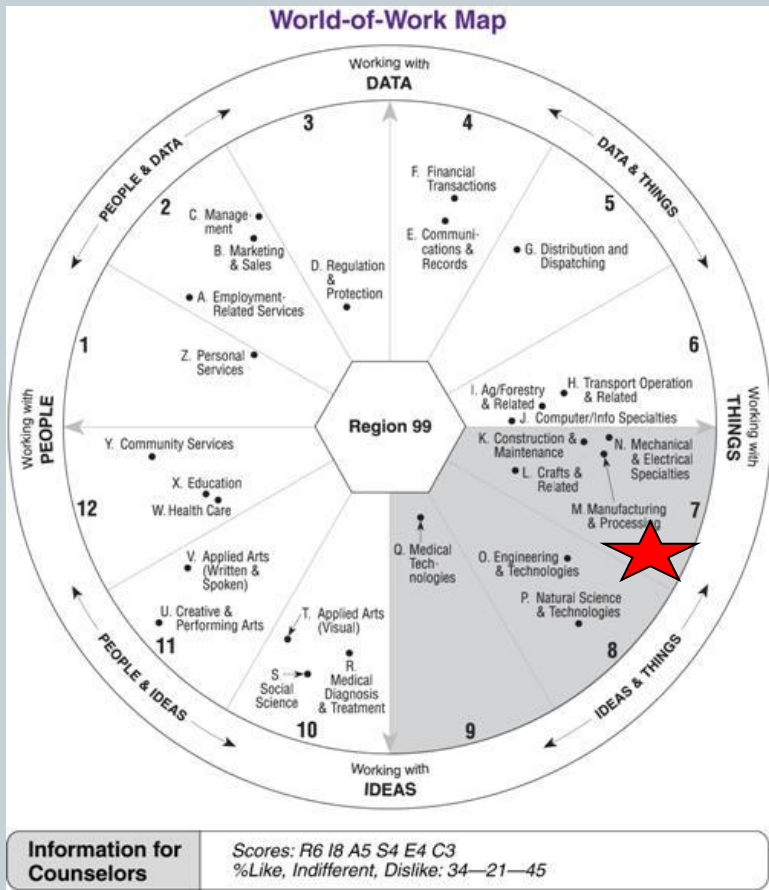
Waiter/Waitress; Barber; Cosmetologist; Travel Guide

Information for Counselors

Scores: R6 I8 A5 S4 E4 C3

%Like, Indifferent, Dislike: 34—21—45

# Put a STAR by at least three occupations you'd like to explore.



- ### Career Area List
- A. Employment-Related Services**  
Human Resources Manager; Recruiter; Interviewer
  - B. Marketing & Sales**  
Agents (Insurance, Real Estate, etc.); Retail Salesworker
  - C. Management**  
Executive; Office Manager; Hotel/Motel Manager
  - D. Regulation & Protection**  
Food Inspector; Police Officer; Detective
  - E. Communications & Records**  
Secretary; Court Reporter; Office Clerk
  - F. Financial Transactions**  
Accountant; Bank Teller; Budget Analyst
  - G. Distribution & Dispatching**  
Warehouse Supervisor; Air Traffic Controller
  - H. Transport Operation & Related**  
Truck/Bus/Cab Drivers; Ship Captain; Pilot
  - I. Agriculture, Forestry & Related**  
Farmer; Nursery Manager; Forester
  - J. Computer & Information Specialties**  
Programmer; Systems Analyst; Desktop Publisher; Actuary
  - K. Construction & Maintenance**  
Carpenter; Electrician; Bricklayer
  - L. Crafts & Related**  
Cabinetmaker; Tailor; Chef/Cook; 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**  
Physicist; Biologist; Chemist; Statistician
  - Q. Medical Technologies (also see Area W)**  
Pharmacist; Optician; Dietitian; Technologists (Surgical, etc.)
  - R. Medical Diagnosis & Treatment (also see Area W)**  
Physician; Pathologist; Dentist; Veterinarian; Nurse Anesthetist
  - S. Social Science**  
Sociologist; Political Scientist; Economist; Urban Planner
  - T. Applied Arts (Visual)**  
Artist; 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)**  
Recreational Therapist; Dental Assistant; Licensed Practical Nurse
  - X. Education**  
Administrator; Athletic Coach; Teacher
  - Y. Community Services**  
Social Worker; Lawyer; Paralegal; Counselor; Clergy
  - Z. Personal Services**  
Waiter/Waitress; Barber; Cosmetologist; Travel Guide

Now let's get on your  
Career Cruising Homepage and:

- ENTER your EXPLORE scores
- LOOK UP CAREERS you find interesting





*Thank You!*  
You Are Taking Charge of  
Your Own Future!



Have a great Summer!

# Use of the ACT Suite and Work Keys to strengthen career readiness connections

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## Examples:

- Student review of the EPAS “Career Suggestions.”
- WorkKeys and the National Career Readiness Certificate.



## National Career Readiness Certificate

The NCRC measures  
problem solving and  
critical thinking skills in  
the context of:

A comprehensive tool for  
assessing workplace  
readiness skills.

- **Reading for Information** – applying information from workplace documents to solve problems
- **Applied Mathematics** – applying reasoning to work-related problems; setting up and performing calculations
- **Locating Information** – synthesizing, applying, comparing, information in multiple, & related graphics



## National Career Readiness Certificate is a Credential that is:



- Evidence-based
- Industry – recognized
- Portable
- Certifies essential skills important for workplace success
- Awarded at four levels: Bronze, Silver, Gold, Platinum



## NCRC

Is a credential that is used across all sectors of the economy and measures the following skills:

- Problem Solving
- Critical Thinking
- Reading and using written, work-related text
- Applying information from workplace documents to solve problems
- Setting up and performing work-related mathematical calculations
- Locating, synthesizing, and applying information that is presented graphically
- Comparing, summarizing, and analyzing information presenting in multiple, related graphics.

# NCRC Principles



## Based on 3 WorkKeys Assessments

- Applied Math
- Reading for Information
- Locating Information

## Four Skill Levels

- Bronze= all 3's or above
- Silver= all 4's or above
- Gold= all 5's or above
- Platinum= all 6's or above

# Wisconsin NCRC Data as of August 2012



Total Certificates Issued = 6,683

National Percentage of US  
Examinees Earning Certificate

- Platinum = 102
- Gold = 2,166
- Silver = 3,409
- Bronze = 1,006

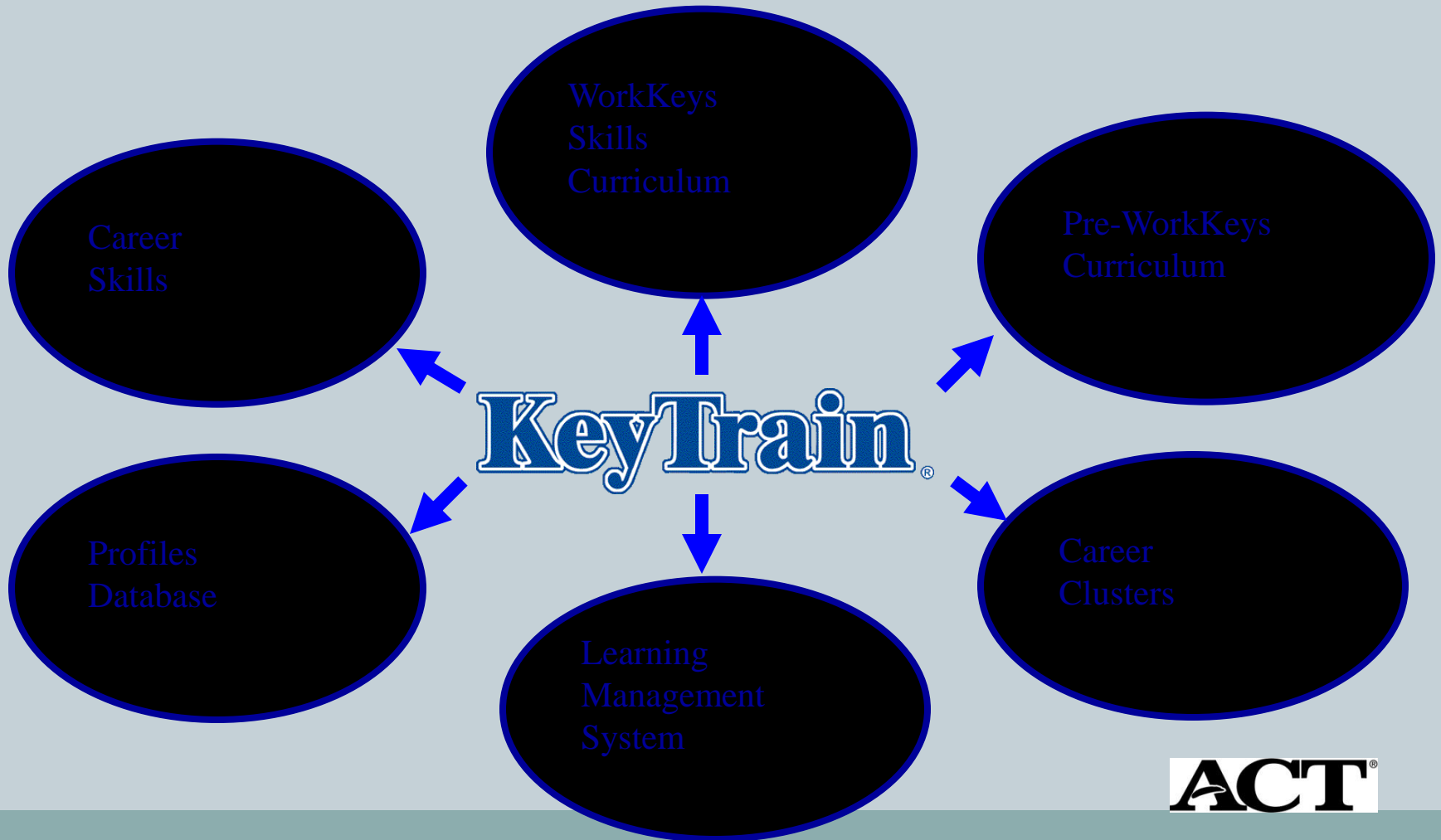
- Platinum = 1%
- Gold = 18%
- Silver = 47%
- Bronze = 21%

# Current Business that Supports Wisconsin NCRC



- Johnsonville Sausage, LLC
- Labor Solutions
- The Vollrath Company, LLC
- HC Miller Company
- Plastic Coating Corporation
- Expert Roofing
- Belmont Nursing
- Sonoco
- Kettle Foods
- Fire Protection Specialists
- Logistics Health Incorporated
- Bankers Life & Casualty Company
- Polyfab Corporation
- Bay Industries
- Sargento Foods, Inc
- Straubel Company
- JL French
- Riverfront, Inc

# KeyTrain: The Complete System



# KeyTrain Skill Areas



- Reading for Information
- Applied Mathematics
- Locating Information
- Applied Technology
- Listening
- Writing
- Teamwork
- Observation
- Business Writing
- Pre-WorkKeys Courses
- Career Skills –Soft Skills
- Career Clusters

# ACT-Compliant Curriculum

- KeyTrain / Thinking Media is an ACT “Level I Publisher” and “Preferred Provider” of WorkKeys curriculum
- KeyTrain has been reviewed and found to meet ACT’s standards for WorkKeys skills instruction – the first curriculum that met standards in all skill areas.
- ACT™ and WorkKeys® are trademarks of ACT, Inc. Thinking Media is not owned or controlled by ACT, Inc.; however, ACT, Inc. has reviewed these training materials and has determined that they meet ACT, Inc.’s standards for WorkKeys training curriculum.



# KeyTrain Curriculum Features



- High instructional design standards enable true and effective skills development.
- Systematic approach of setting objectives, reviewing skills, and practicing skills in realistic applications.
- Constructive, context-sensitive feedback enables students to understand and learn from mistakes.
- Full natural voice soundtrack enhances understanding and attention span especially for low-reading skill learners.

# KeyTrain Career Skills



- KeyTrain Career Skills is an interactive set of 200 lessons
- Field-tested curriculum
- Skills identified by employers as those most needed by employees to be successful
- Short true/false quiz at the end of each lesson
- Major topic areas:
  - Work Habits, Communication Skills, Workplace Effectiveness, Business Etiquette, The Job Search

# MMSD Goals for 2012-2013 SY for NCRC



- 500 Seniors test for the NCRC in March
- Would like seniors to score at least a 4 in KeyTrain on all 3 tests before taking the NCRC:
  - Reading for Information
  - Locating Information
  - Applied Math

# The Present

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- Student services staff utilize EPAS results to guide decisions about student placement in courses and interventions.
- Subject area teachers reflect on college/career readiness skills from EPAS with students periodically, tying in with concepts and skills practiced in their class.
- Subject area teachers utilize EPAS data to examine growth over time (in target areas – like writing – and core content subject areas).

# The Present

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- Counselors review EPAS results with students – teach interpretation skills, provide context for relevance of test, explore areas of opportunity for improved academic outcomes.
- Counselors present to parents/guardians and teachers about relevance of EPAS in preparing students to be college and career ready.
- Pilot program with WorkKeys.

# The Future...

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- **Subject Area Teachers INTEGRATE** college/career readiness skills from EPAS into daily instruction, curriculum benchmarks, and assessments.
  - Example: Writing to Learn integration across disciplines – (identify main idea, supporting details) and collaborative discussion around the teaching of these.
- Focus on student growth in skills over time & relevance of skills to the world of work.

# The Future...

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- Explore broader use of WorkKeys to support students in acquisition of the NCRC.
- Implementation of Individualized Learning Plans (ILPs) to help students integrate and align assessed skills, interests, talents, courses, and life activities with their future goals.

What questions do you have?