

UNDERSTANDING YOUR STUDENT'S PLAN TEST RESULTS

February 28th & March 1st, 2013



Reviewing the PLAN Test

Rationale for taking the PLAN

- **Academic/College Readiness** feedback:
 - Shows strengths and weaknesses in English, math, reading and science
 - helps you to determine if student is on track to succeed in first-year college coursework (college ready)

- **Career** feedback:
 - Careers for students to consider, based on their interests

- **ACT/College Admissions** feedback:
 - Practice/preparation for ACT
 - A timed test, same structure/subjects as ACT
 - Spring of Junior year and/or Fall of Senior year
 - Provides an estimated ACT Score Range



Score Report:

Scores, College Readiness & Career

Side 1: Student/School Info

October 15, 2011

OO# 1234567

PN: 98765432

000001



TAYLOR, ANN C
123 MAIN ST
ANYTOWN, USA 00000

ID#: 123876

GRADE: 10
SORT CODE: --

SCHOOL NAME: EXAMPLE HIGH SCHOOL

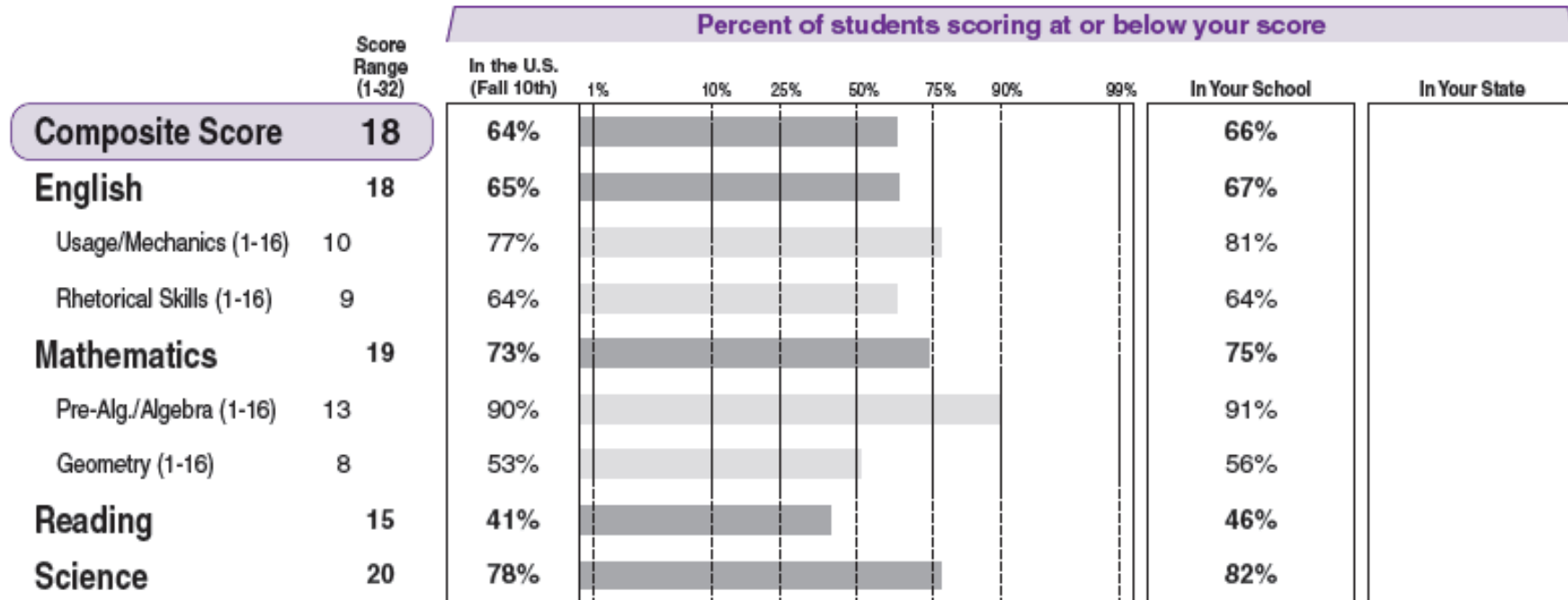
SCHOOL CODE: 000000

TEST FORM: 00A

TEST DATE: OCTOBER 3, 2011

Side 1: Your Scores

Your Scores



- PLAN scored 1-32 (ACT scored 1-36)
- Average of 4 content area test scores = Composite Score
- % of students scoring AT or BELOW student's score

Side 1: Estimated ACT Composite

More Info at
www.planstudent.org

**Your Estimated ACT
Composite Score Range**

19-23

Use this score range to help plan for college.

**Your Educational Plans for
After High School**

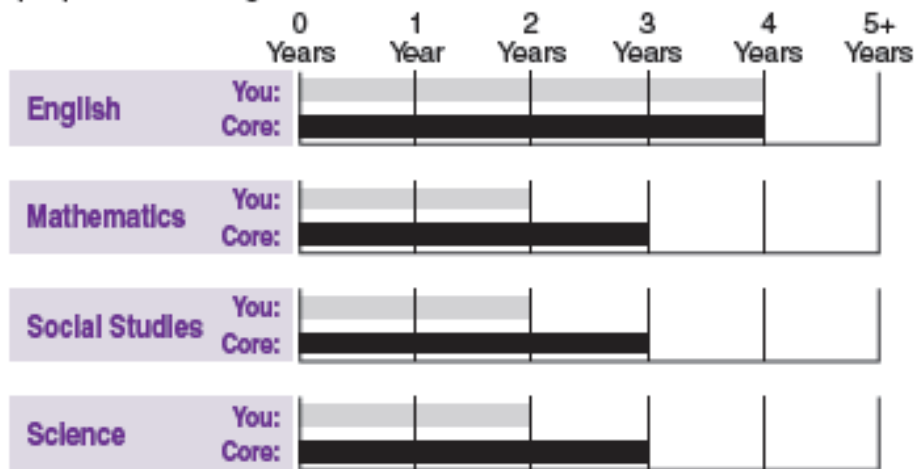
Graduate/Professional Studies

- Estimated range:
 - Predicts a range of ACT scores assuming NO additional work
 - Students typically score above this range on ACT
- Educational plans:
 - Student's self-report of what he/she intends to do after high school

Side 1: High School Course Plans

Your High School Course Plans Compared to Core

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



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

- Top Grey line:
 - Student's self-reported plans
- Bottom black line:
 - Core requirements recommended
 - NOT SWHS Graduation Requirements
 - Students planning to enter a 4 yr college are encouraged to take all 4 years of all core courses

Side 1: College Readiness

College Readiness Benchmarks

College Readiness

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

	Benchmark Scores (10th Grade)	Your score is:		
		Below	At	Above
English	15	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Mathematics	19	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Reading	17	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Science	21	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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

Student's Scores

Your Scores

	Score Range (1-32)
Composite Score	18
English	18
Usage/Mechanics (1-16)	10
Rhetorical Skills (1-16)	9
Mathematics	19
Pre-Alg./Algebra (1-16)	13
Geometry (1-16)	8
Reading	15
Science	20

Side 1: College Readiness

- **College Readiness: Students are on track to be ready for first-year college courses:**
 - 50% earn B or better
 - 75% earn C or better
 - Benchmark for Science is very high

Side 1: Reported Needs

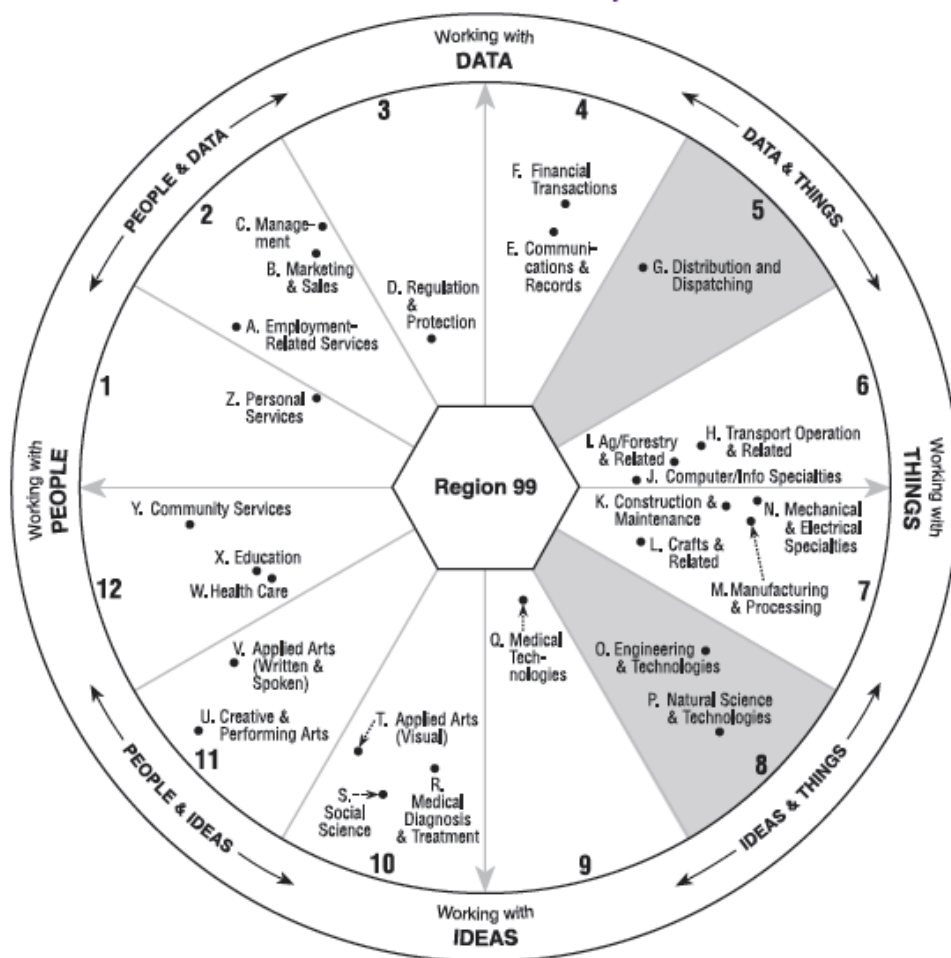
Your reported needs

- Making plans for my education, career, and work after high school
- Improving my writing skills
- Improving my study skills
- Improving my computer skills
- Improving my reading speed and comprehension
- Improving my mathematical skills
- Improving my public speaking skills

- Needs determined by student, self-reported
 - Students will be asked to select (or create) 2 needs to become goals
- Parents can:
 - Discuss needs with students
 - Brainstorm solutions to meet needs

Side 1: Career Possibilities

World-of-Work Map



- Highlights indicate students' interests
- Region 99 in center: interests too broad to define
- Info for counselors section:
 - RAISEC Codes
 - Based on John Holland's work
 - Compare to Career Interest Inventory results on Naviance

Information for Counselors

Scores: R5 17 A5 S6 E6 C7
%Like, Indifferent, Dislike: 24—55—21

Side 1: Career Possibilities

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

- Highlighted area corresponds to World of Work map
- Small sample of careers
- Consider general skills or interests rather than focus on listed careers
- <http://planstudent.org>
 - Additional resources to explore career information



Score Report:

Answers & Skills

Side 2: Review Answers

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 (u = Usage; r = Rhetorical Skills)											
English											
Question	Correct Answer	Your Answer	Subscore	Question	Correct Answer	Your Answer	Subscore	Question	Correct Answer	Your Answer	Subscore
1	A	+	r	18	J	+	r	35	A	+	r
2	H	+	u	19	C	+	u	36	H	G	r
3	B	A	r	20	H	G	u	37	B	C	u
4	H	+	u	21	C	+	r	38	G	+	r
5	A	+	u	22	G	F	u	39	A	+	r
6	G	H	u	23	B	+	r	40	H	J	u
7	C	+	u	24	H	+	u	41	C	+	u
8	F	+	r	25	D	B	r	42	F	J	u
9	A	+	u	26	G	F	u	43	B	D	r
10	H	+	u	27	A	+	u	44	G	+	u
11	C	B	r	28	H	+	u	45	D	+	r
12	F	+	u	29	C	D	u	46	F	H	u
13	D	A	u	30	J	+	r	47	C	+	u
14	G	+	u	31	A	B	r	48	F	+	u
15	B	C	r	32	G	+	u	49	D	C	r
16	F	+	u	33	D	+	r	50	G	+	u
17	D	C	r	34	F	H	u				

Content Areas	
Topic Development	
Organization	
Word Choice	
Sentence Structure	
Usage	
Punctuation	

- You correctly answered 30 out of 50 questions.
- You omitted 0 questions.
- You incorrectly answered 20 questions.

Hang onto book for future review

- “+” = correct answer
- “o” = no response
- “★” = multiple answers marked

Subscore = skill area

- English & math only

Side 2: Skills

Suggestions for improving your skills are based on your scores.

<u>Content Areas</u>	To Improve your skills you can:
Topic Development	<p>read closely writers like George Orwell, James Baldwin, Sandra Cisneros, or Tony Hillerman</p> <p>write longer and more sophisticated essays</p> <p>describe the main idea of a paper you wrote</p> <p>read writing aloud; cut out sentences that don't fit the topic</p>
Organization	<p>draft problem-solution or compare-contrast papers, using appropriate transition words or phrases like <i>because</i> or <i>therefore</i></p> <p>have a classmate read your paper and mark parts where more information is needed</p> <p>try different ways to begin papers (present startling information, a question, main points, etc.); see how each changes the rest of the paper</p>
Word Choice	<p>revise writing to delete clumsy repetition, as in changing "The <i>puppy dog</i> barked <i>noisily</i> and <i>loudly</i>." to "The <i>puppy</i> barked <i>loudly</i>."</p> <p>read a published essay and note the way words, details, and sentence lengths can create tone</p> <p>continue learning the uses and meanings of transition words and phrases like <i>indeed</i>, <i>furthermore</i>, and <i>however</i>, practice their use in your writing</p>
Sentence Structure	<p>write increasingly sophisticated sentences, handling effectively such elements as introductory phrases like "in the past, . . ."</p>
Usage	<p>become familiar with commonly used idioms like "hold your horses"</p> <p>check each verb to make sure it matches the subject in number and person, even when other nouns are between them</p>
Punctuation	<p>use commas to set off expressions that aren't essential to the sentence (for example, "Bob, in spite of all the bad reviews, wanted to see the movie.")</p> <p>delete commas that create unnecessary pauses, as in "He walked[,] by quickly."</p>



HS Academics & Career Prep

High School Graduation Requirements

- 4 years of English
- 4 years of Social Studies
- 3 years of Math
 - Algebra II
- 3 years of Science
 - Biology
- 1 year of Fine Arts
- 1 year of Health and Fitness for Life

- Electives to total 64.5 credits
- Pass MCA tests in Reading, Writing, and Math
- My Life Plan Graduation requirements

HS vs. College Requirements

	High School	2 yr Coll.	4 yr Coll.	Selective 4 yr
English	4 years	4 years	4 years	4 years
Soc. Studies	4 years	4 years	3-4 years	4 years
Science	3 years (see previous slide)	3	3-4 science (physics)	4 years
Math	3 years, through Alg 2	3	3-4 years	4 years
World Language	-----	-----	2 years of a single lang.	4 years
Health	1 year	-----	-----	-----
P.E.	1 year	-----	-----	-----
Fine Arts	1 year	-----	1 year	1-2 years

HS vs. College Requirements



- Don't be a minimum candidate
- Explore the specific requirements for the colleges student is interested in
 - Example: UW-Madison, UM- Twin Cities
- Consider career/real world preparation

Colleges: Evaluating Students

- Most Important to Least Important Factors
 - (according to yearly NACAC surveys)
 - Grades in college prep courses
 - Standardized Admission Tests
 - Grades in all courses
 - Class Rank
- These factors account for 2/3 of the decision at selective schools
- Also want to see
 - Extracurricular/activities
 - Community involvement

Earning Credits:

Post-Secondary Enrollment Options (PSEO)

- Earn High School & College credit
- Open to Juniors and Seniors
 - Provide own transportation
- Admission requirements (GPA and Deadlines) vary by institution
 - U of M—Twin Cities
 - 3.7+ GPA (highly selective)
 - April 1st application deadline
 - Normandale
 - 3.0 (Seniors) & 3.3 (Juniors)
 - July 1st (Fall) and December 1st (Spring) deadlines
 - MCTC
 - 2.5 (Seniors) & 3.0 (Juniors)
 - June 1st (Fall) & December 1st (Spring) deadlines

Academic Sanity

- Rigorous course selection for junior/senior year
 - Find courses that student can be successful in
 - Doesn't have to mean 7 AP/IB courses
- Challenging without overwhelming
 - Colleges say “most challenging courses that you can be successful in”
- Balance
- Time for extracurriculars, work, family, homework, etc.
- Mental health

Credit Recovery

- Don't wait until the last minute
 - Includes Health/Gym online!
 - No information at this time about summer school.
 - Watch for emails!
- Summer school
 - Information to come out late April
- Talk to counselor about needs



Looking Forward

End of 10th Grade


- SAT II/Subject Tests?
 - If taking AP US History
 - Consider at the conclusion of other AP/IB coursework
 - <http://www.collegeboard.com>
 - June test date:
 - June 1 (register by May 2)
- Investigate if SAT II's are needed
- Locate ACT/SAT test prep on Naviance

Summer: Productive Time Off

- Volunteerism
 - Find something interested in/passionate about
- Summer employment
- Summer enrichment opportunities
 - Naviance (colleges, enrichment programs)
 - Colleges that student is interested in
- College research
 - Visit!
 - Info in the mail
 - Students signed up to receive information on day of PLAN test
 - Does not necessarily mean specific college is a good fit for student
 - If not interested, recycle!
- Career exploration
 - Job shadow
- Scholarship search

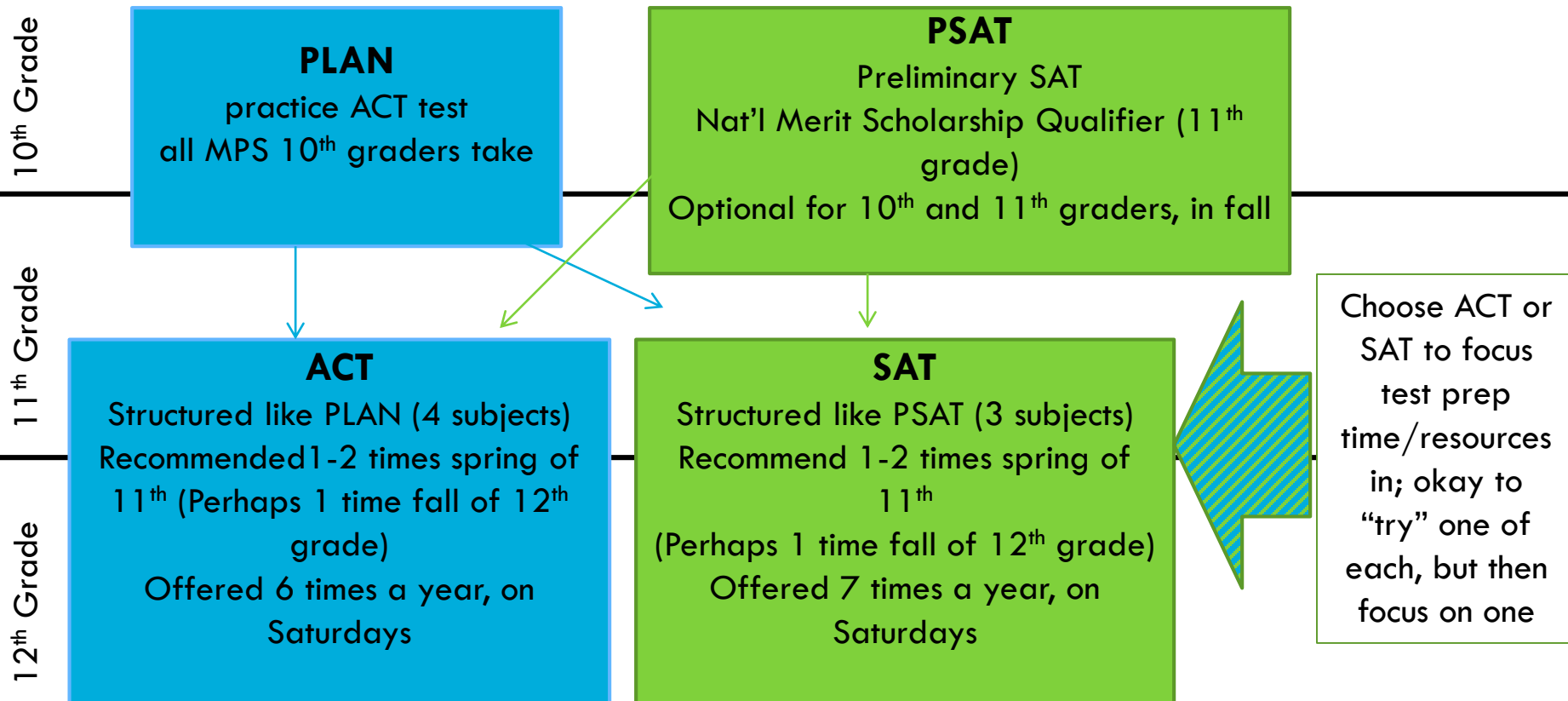
Looking Forward: Junior Year

- Scholarships—continue the search!
- College exploration
 - Narrow down the list
- PSAT
 - Qualifying test for National Merit
 - Offered in October, students will need to register
- Parent Nights
 - College Search I: November
 - Financial Aid
 - General Financial Aid: October
 - FAFSA Night: January
 - College Search II: April



Designed for Seniors, but all are welcome to attend

Looking Ahead: Tests for College



Looking Ahead: Tests for College

Other Tests Colleges may require or consider:

SAT II/Subject Tests

Take at conclusion of subject course
Offered 6 times a year, on
Saturdays

AP Tests

Advanced Placement Tests
Take at conclusion of subject course
(May)

Placement Tests

Accuplacer

Managing College Prep Sanity



- (1) Check in on any unrealized expectations you may have for your student; work to stay aware and on top of any college anxieties you have for your student
- (2) Supportive language goes a long way (“Honey, I thought you’d do better...” could be rephrased)
- (3) Be intentional about setting aside regular “college free” time where college talk is not allowed (example: mealtimes, Sundays)
- (4) Work with your student to create a college communication plan- how much information to share with family, friends, peers, etc.
- (5) Remember that your student is the project manager

The message your students will get:

Your scores are a snapshot of your knowledge and abilities

- Test scores matter... your coursework matters more
- Learn from this experience for future tests

Your PLAN Score Report is Yours:

- These scores belong to you and your parents
- Respect your classmates, don't ask for scores
- Set the Standard for the Class of 2015



Questions?

Resources

- SWHS Counseling Website- Testing
- www.planstudent.org

Name	Email	Phone	Caseload - Grades
Dick Schwartz	richard.schwartz@mpls.k12.mn.us	612.668.6059	DP Coordinator
Holli Hoffman	holli.hoffman@mpls.k12.mn.us	612.668.3082	MYP Coordinator
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