

**ACT**<sup>®</sup>



**Assessment Update**  
Montgomery Public Schools  
Office of  
Assessment and Accountability

# ALSDE Decision Chart of Assessments

Grade 3-8	Grade 8	Grade 10	Grade 11	Grade 12	Grade 8-12
<p><i>ACT Aspire Reading and Math</i> (Grades 3-8)</p> <p><b>AND</b></p> <p><i>ACT Aspire Science</i> (Grades 5 and 7)</p>	<p><i>ACT Explore</i></p> <p><b>Alabama Science Assessment</b></p>	<p><i>ACT Plan</i></p>	<p><i>ACT Plus Writing</i></p>	<p><i>ACT WorkKeys</i></p>	<p><i>ACT QualityCore End-of-Course Assessments (EOC)</i></p> <ul style="list-style-type: none"> <li>• Algebra I</li> <li>• English 10</li> </ul> <p>Students enrolled in the following courses will take EOC Assessments:</p> <ul style="list-style-type: none"> <li>• Algebra I</li> <li>• Algebra IB</li> <li>• Algebraic Essentials B</li> <li>• Algebraic Explorations II</li> <li>• English 10</li> <li>• English Essentials 10</li> </ul>
<b>OR</b>	<b>OR</b>	<b>OR</b>	<b>OR</b>	<b>OR</b>	
<p><i>Alabama Alternate Assessment Reading and Mathematics</i> (Grades 3-8)</p> <p><b>AND</b></p> <p><i>Alabama Alternate Assessment Science</i> (Grades 5 and 7)</p>	<p><i>Alabama Alternate Assessment Reading, Mathematics, English, and Science</i></p> <p><b>AND</b></p> <p>(OPTIONAL) <i>UNIACT Career Interest Inventory from ACT Explore</i></p>	<p><i>Alabama Alternate Assessment Reading, Mathematics, English, and Science</i></p> <p><b>AND</b></p> <p>(OPTIONAL) <i>UNIACT Career Interest Inventory from ACT Plan</i></p>	<p><i>Alabama Alternate Assessment Reading, Mathematics, English, Writing, and Science</i></p>	<p><i>Alabama Alternate Assessment Reading, Mathematics, and Locating Information</i></p>	
				<p><b>Grade 12:</b> <b>2009-2010 Cohort</b></p> <p><i>Alabama High School Graduation Exam (AHSGE) for students who entered ninth grade for the first time in 2009-2010 or earlier who are completing requirements for the Alabama High School Diploma</i></p>	



Your ACT Aspire student score report contains a lot of information about your skills that can help answer three important questions about you and your future.

**1. Where do I stand right now?**

ACT Aspire shows your strengths and weaknesses in up to five subject areas: English, math, reading, science, and writing. You can also see how you are doing in combined subject areas such as English language arts (ELA) and science and math (STEM). Your report also shows how you performed in specific skill areas within each subject. Finally, you can see how your scores compare to those of other students who have taken ACT Aspire.

**2. How can I make goals for the future?**

The scores you achieved on the ACT Aspire test(s) can help you decide what to do next. Looking at particular areas of strength and weakness can help you determine where you need help and where you may need to be challenged. This information can help you plan coursework and set goals.

**3. Am I on target for high school, college, and a career?**

For most students, reaching their goals includes getting a high school and college education. Preparing for college or workplace training means having access to quality instruction and putting forth your best effort. Your ACT Aspire score report references ACT Readiness Benchmarks, ACT Readiness Ranges, and, if you are in 8th grade or above, a Progress Toward Career Readiness indicator.

## ACT Aspire Benchmarks

College and career readiness is the cornerstone for the ACT Aspire system. Table 1 provides the ACT Readiness Benchmarks for all grades and subjects. These benchmarks are aligned with the existing ACT College Readiness Benchmarks. Students who are at and above the benchmarks are on target for college readiness by the time they are in the 11th grade.

Table 1. ACT Readiness Benchmarks

Tested grade	English	Reading	Mathematics	Science	Writing
3	413	415	413	418	428
4	417	417	416	420	428
5	419	420	418	422	428
6	420	421	420	423	428
7	421	423	422	425	428
8	422	424	425	427	428
9	426	425	428	430	428
10	428	428	432	432	428

# ACT Aspire

## ACT Readiness Levels

Other than the benchmark score for each subject and grade, additional cut scores are created around the benchmark and can be used to classify students into three performance levels:

- Ready                      ➤ Exceeding
- Close
- In Need of Support

Students in the *Ready* category have met the ACT Readiness Benchmark and are on target for 50% or higher likelihood of college course success by grade 11; students in the *Close* category scored below but near the ACT Readiness Benchmark, considering the measurement error; and students in the *In Need of Support* category performed substantially below the ACT Readiness Benchmark. ACT Aspire standard score reports will classify students into the three levels given above; however, a finer degree of distinction is added to the Student Performance File (SPF), a data file provided to states, districts, and schools. The Ready level can be divided into Ready and *Exceeding*, resulting in four proficiency levels. Students in the Exceeding category scored substantially above the benchmark and have a much higher chance to be college and career ready.

# MONTGOMERY COUNTY

District ID: 51  
ACT Aspire Summative, Assessed May 28, 2014 - Jul 10, 2014

## Subject Proficiency by Grade Level

How can decisions be informed based upon grade level subject proficiencies?

Highest Subjects ←

→ Lowest Subjects

400-442

### READING

### MATH

400-460

MONTGOMERY COUNTY



3<sup>rd</sup> Grade Ranges

417-460  
413-416

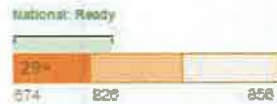
409-412

400-408

Grade 3



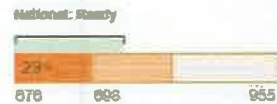
Grade 4



Grade 5



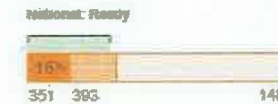
Grade 6



Grade 7



Grade 8

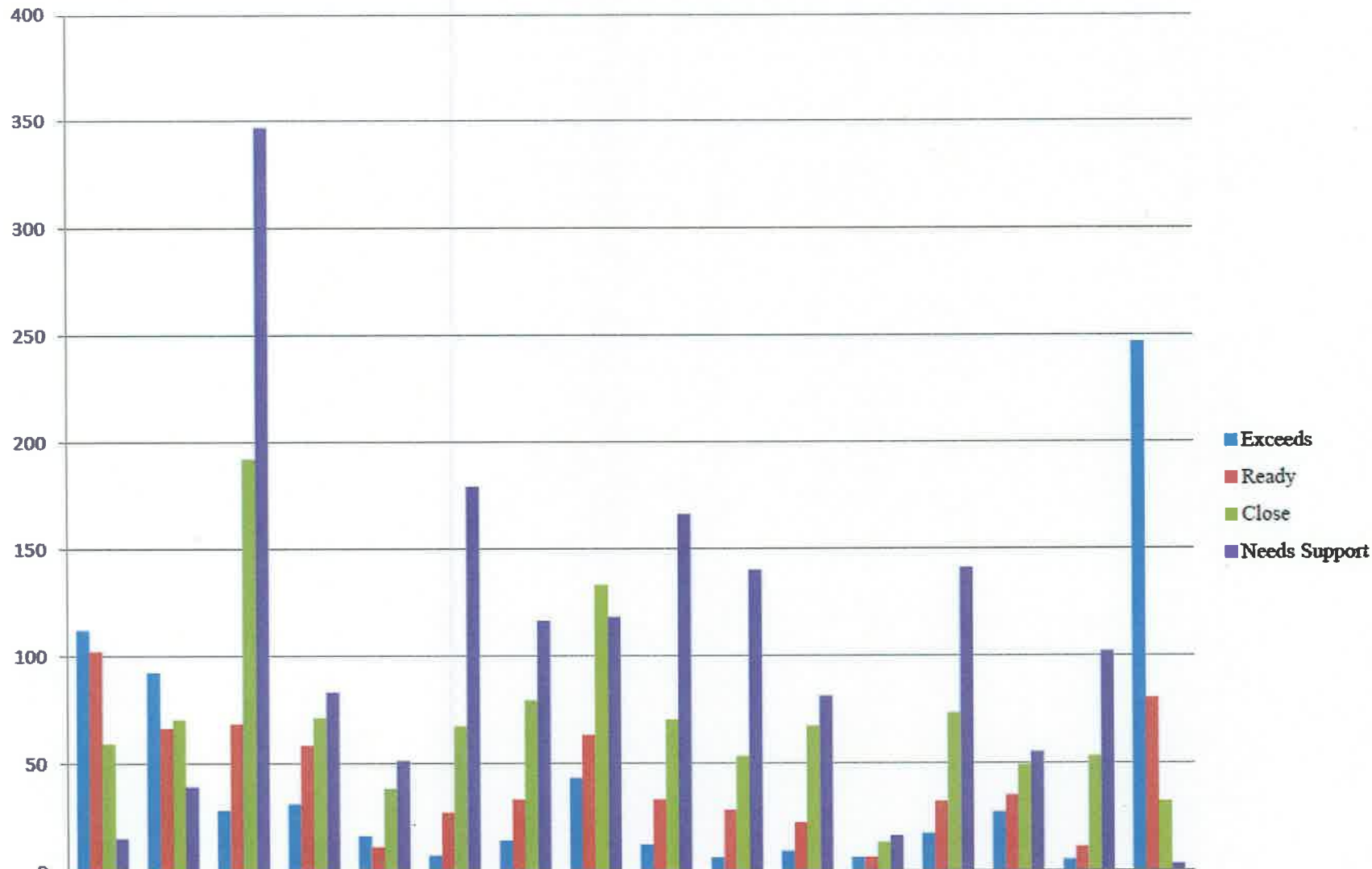


**SUBJECT FOCUS** Better proficiency in Math may improve scores  
ACT Aspire Mathematics Assessments assess students' ability to solve problems, explain and justify, and model with the mathematics up through the given grade.

Results for groups with 4 or fewer students are not shown



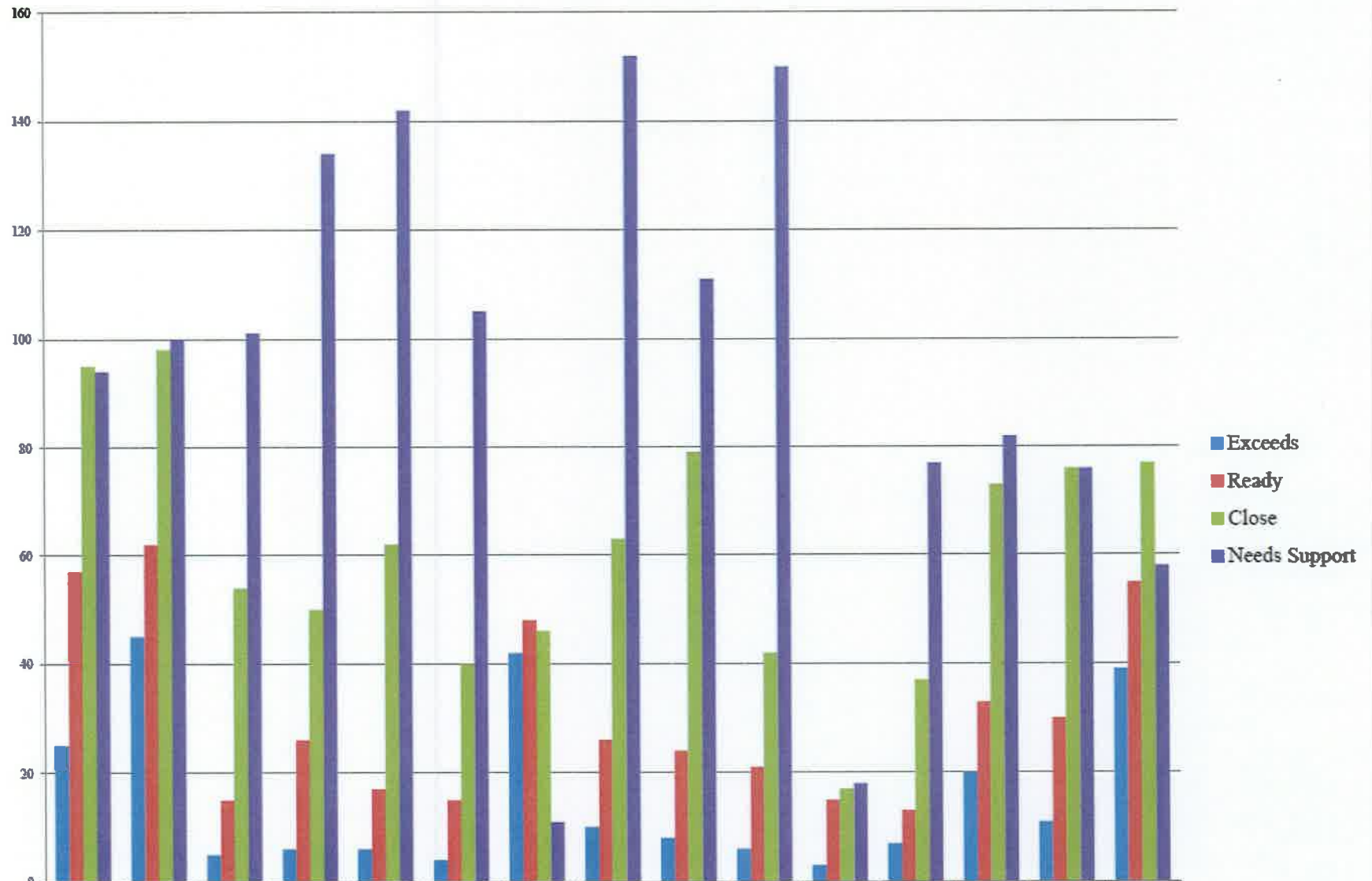
## MPS ACT Aspire Spring 2014 Reading Data Grade Span 3-5



	Bear	Blount	Brewbaker Inter	Carver Elem	Catoma	Chisholm	Crump	Dalrada	Dannelly	Davis	Dezier	Dunbar	Fitzpatrick	Flowers	Floyd Elem	Forest Ave
Exceeds	113	92	28	31	16	7	14	43	12	6	9	6	17	27	5	247
Ready	102	66	68	58	11	27	33	63	33	28	22	6	32	35	11	80
Close	59	70	192	71	38	67	79	133	70	53	67	13	73	49	53	32
Needs Support	15	39	347	83	51	179	116	118	166	140	81	16	141	55	102	3

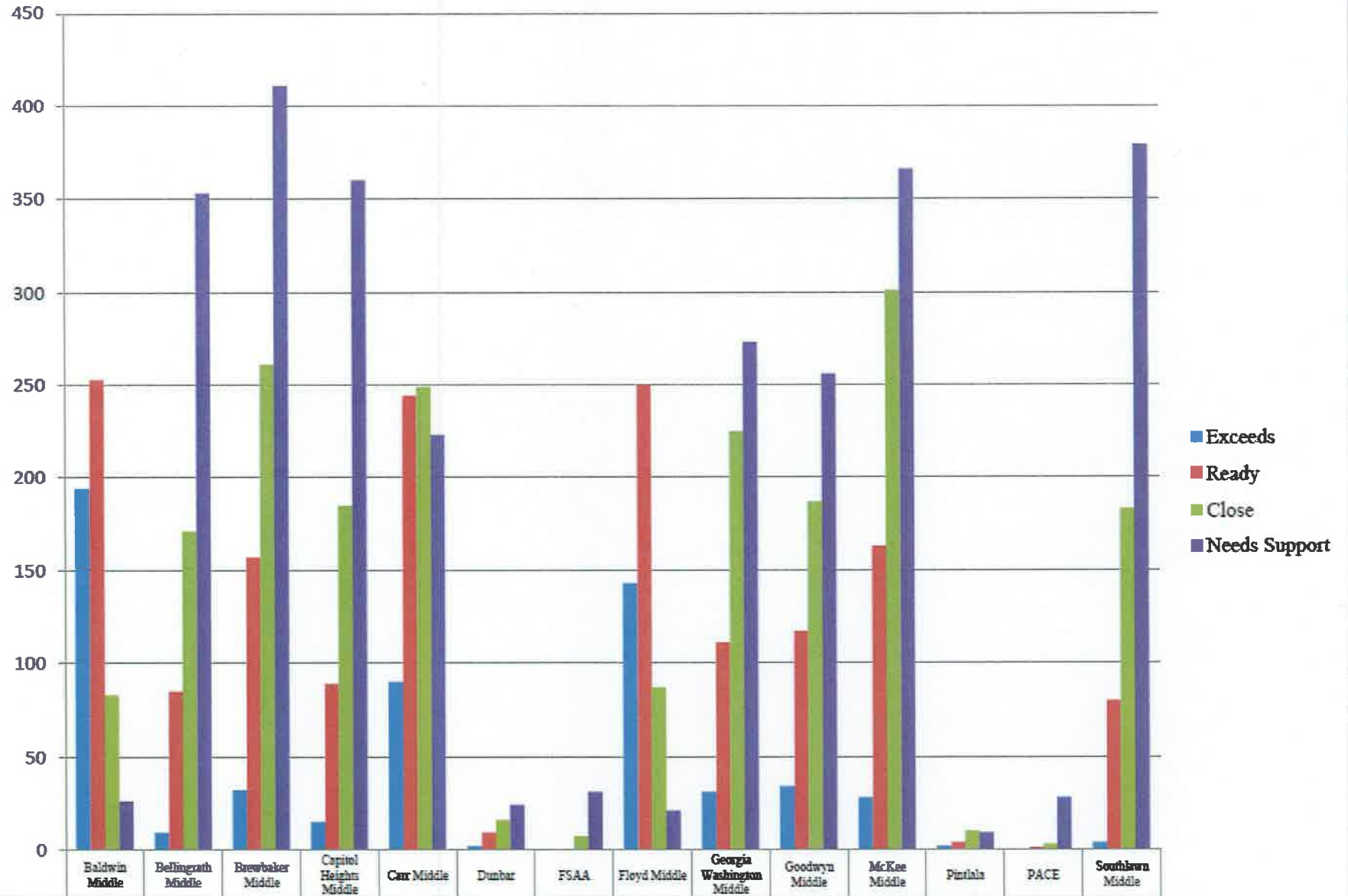


## MPS ACT Aspire Spring 2014 Reading Data Grade Span 3-5



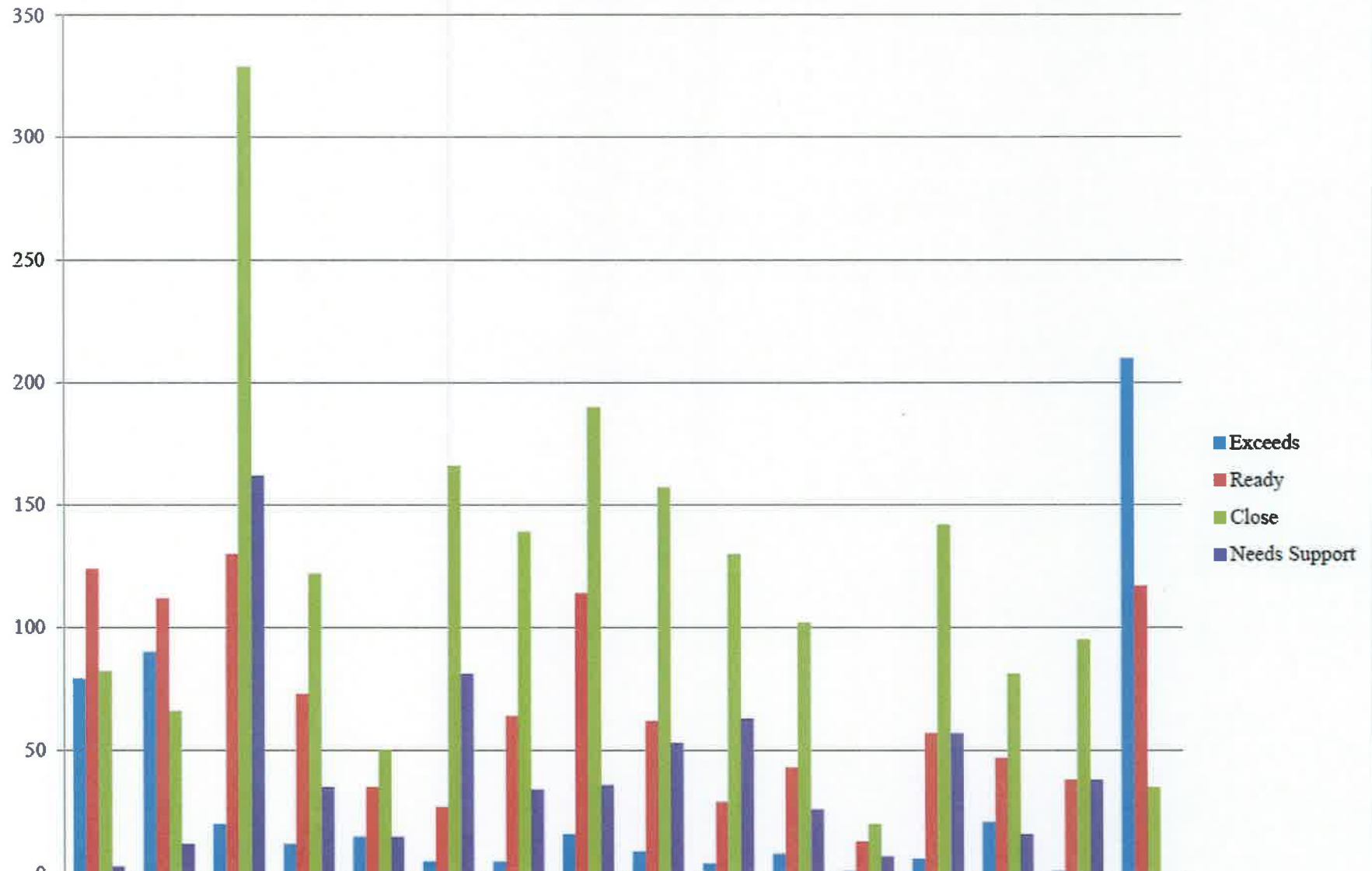
Exceeds	25	45	5	6	6	4	42	10	8	6	3	7	20	11	39
Ready	57	62	15	26	17	15	48	26	24	21	15	13	33	30	55
Close	95	98	54	50	62	40	46	63	79	43	17	37	73	76	77
Needs Support	94	100	101	134	142	105	11	152	111	150	18	77	83	76	58

### MPS ACT Aspire Spring 2014 Reading Data Grade Span 6-8



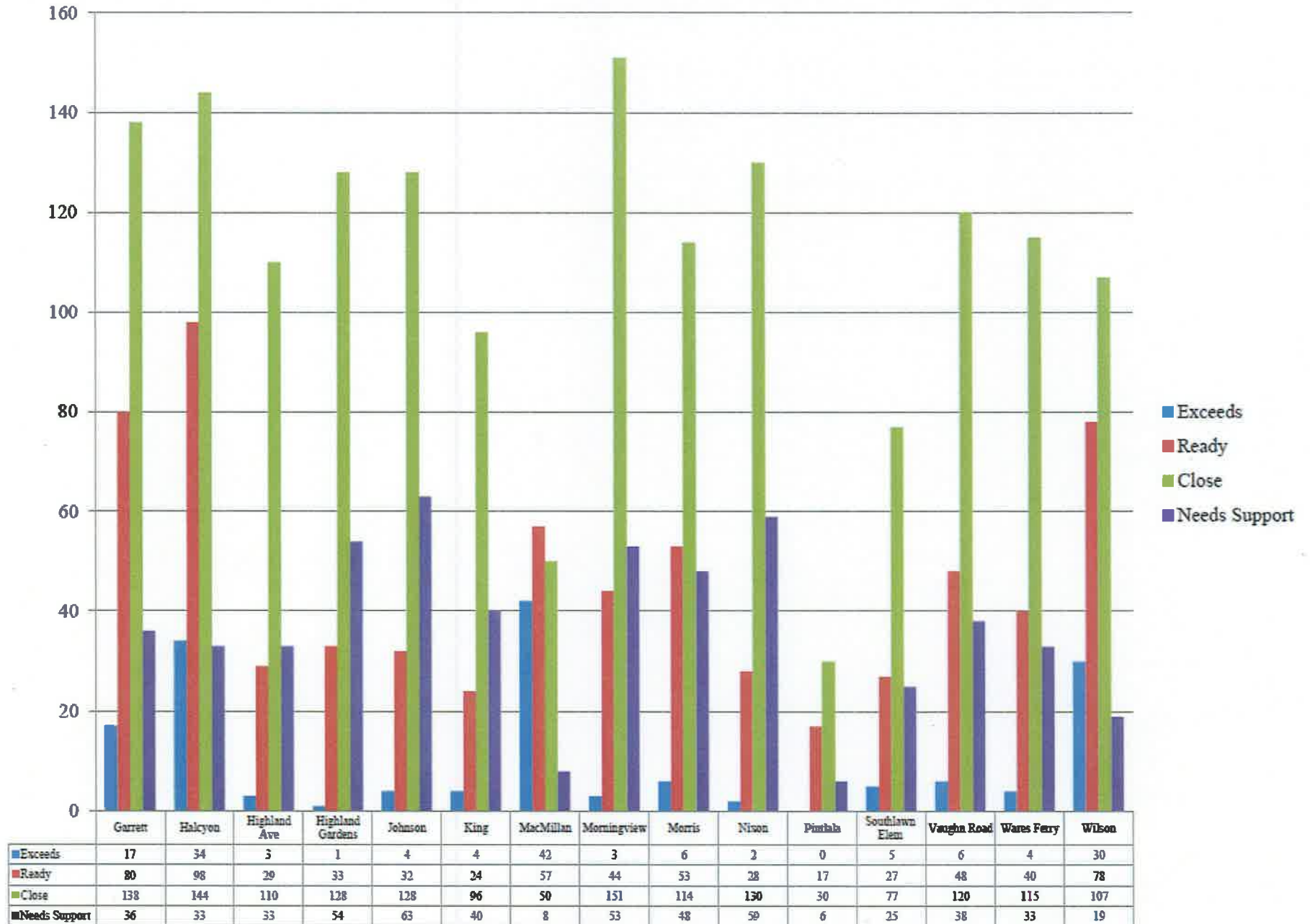
Exceeds	194	9	33	15	90	2	0	143	31	34	28	2	0	4
Ready	253	85	157	89	244	9	0	250	111	117	163	4	1	80
Close	83	171	261	185	249	16	7	87	225	187	301	10	3	183
Needs Support	26	353	411	360	223	24	31	21	273	256	366	9	28	379

## MPS ACT Aspire Spring 2014 Mathematics Data Grade Span 3-5

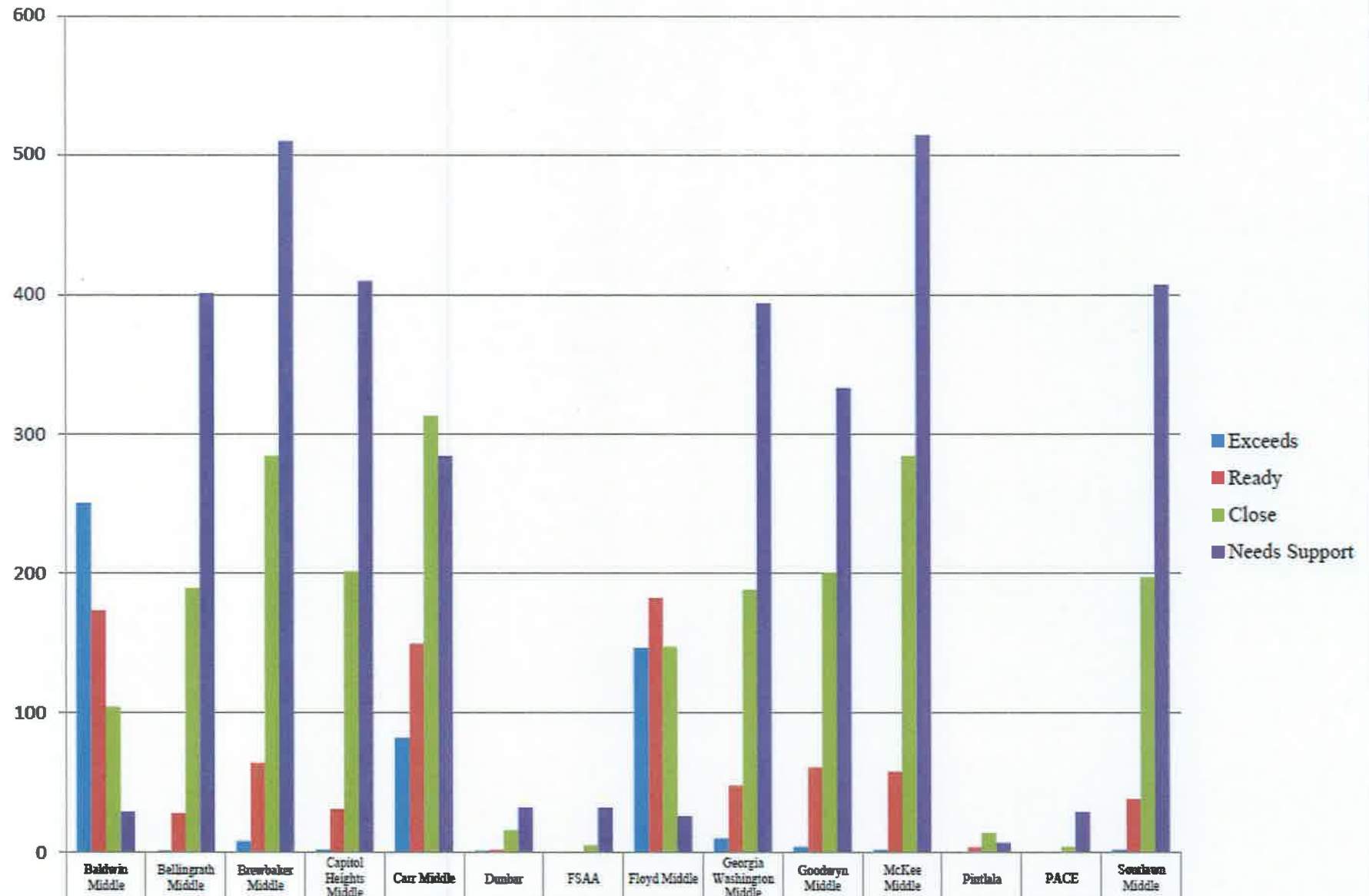


	Bear	Blount	Brewster Inter	Carver Elem	Caroma	Chisholm	Crump	Dalraida	Dannelly	Davis	Dozier	Dunbar	Fitzpatrick	Flowers	Floyd Elem	Forest Ave
Exceeds	79	90	20	12	15	5	5	16	9	4	8	1	6	21	1	210
Ready	124	112	130	73	35	27	64	114	62	29	43	13	57	47	38	117
Close	82	66	329	122	50	166	139	190	157	130	102	20	142	81	95	35
Needs Support	3	12	162	35	15	81	34	36	53	63	26	7	57	16	38	0

## MPS ACT Aspire Spring 2014 Mathematics Data Grade Span 3-5

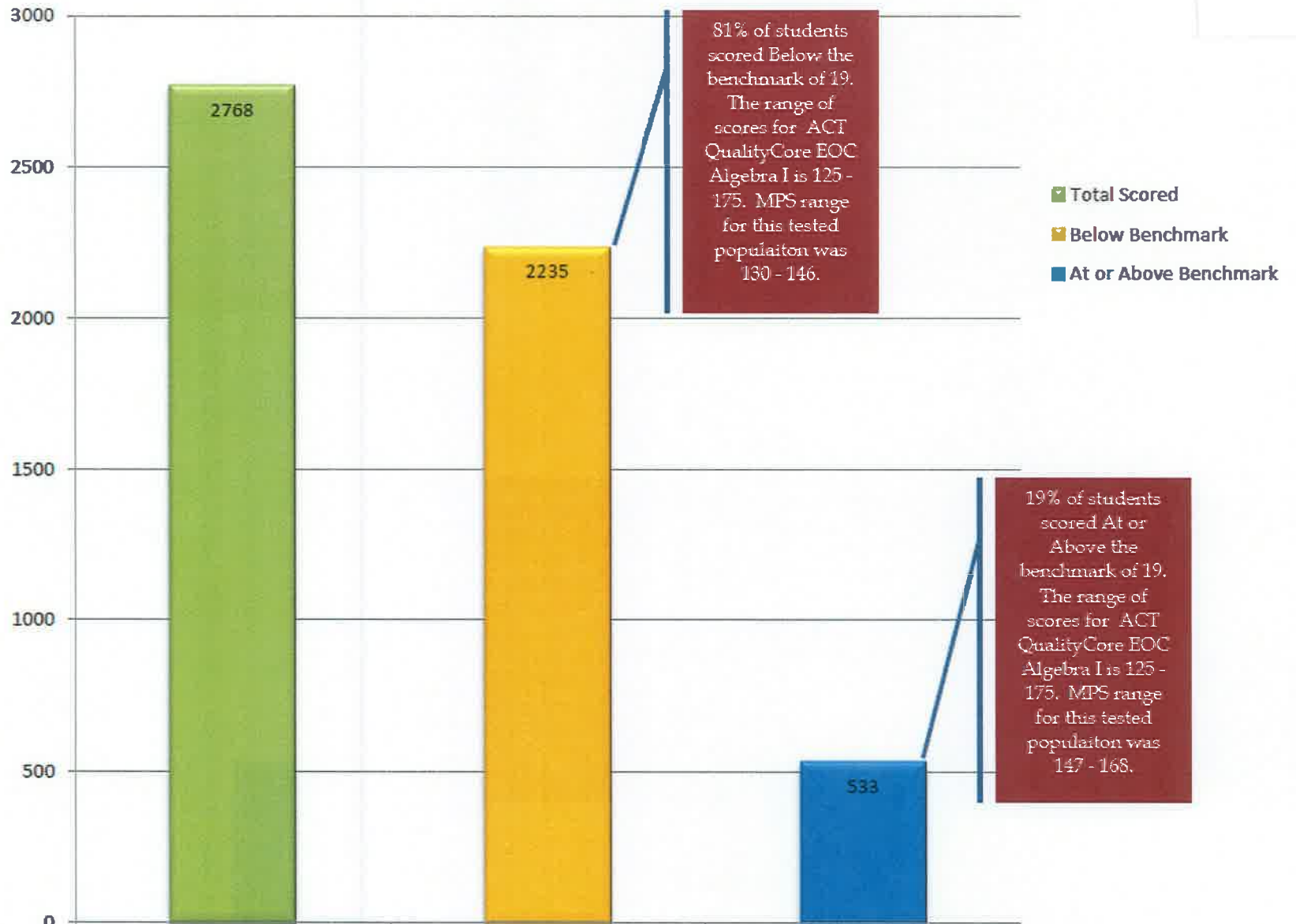


## MPS ACT Aspire Spring 2014 Mathematics Data Grade Span 6-8



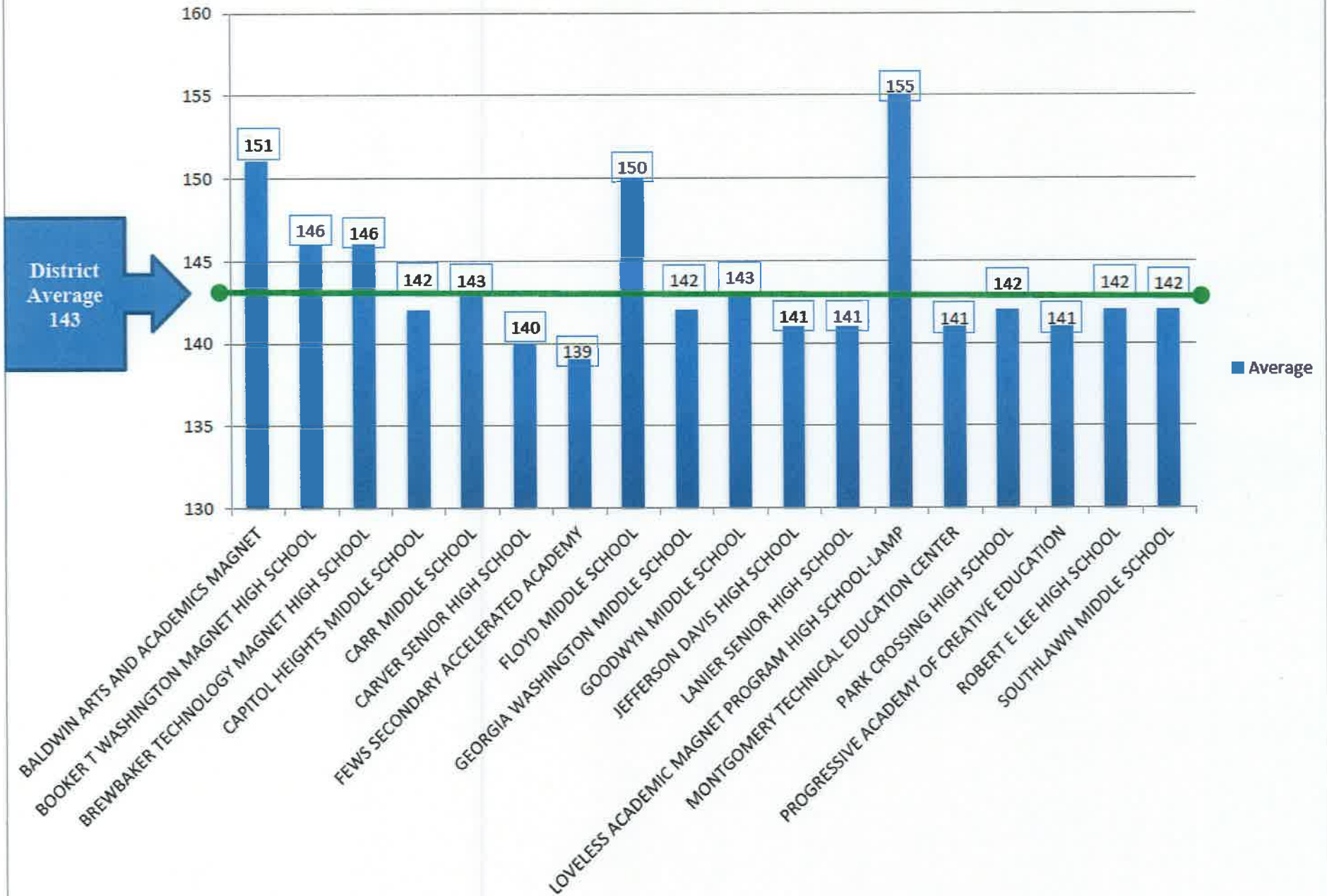
	Baldwin Middle	Bellingrath Middle	Brewbaker Middle	Capitol Heights Middle	Carr Middle	Dunbar	FSAA	Floyd Middle	Georgia Washington Middle	Goodwyn Middle	McKee Middle	Pintala	PACE	Souixan Middle
Exceeds	250	1	8	2	82	1	0	146	10	4	2	0	0	2
Ready	173	28	64	31	149	3	0	182	48	61	58	4	0	38
Close	104	180	284	201	313	16	5	147	188	200	284	14	4	197
Needs Support	29	401	510	410	284	32	32	26	394	333	514	7	29	407

# MPS Spring 2014 ACT QualityCore EOC Algebra I

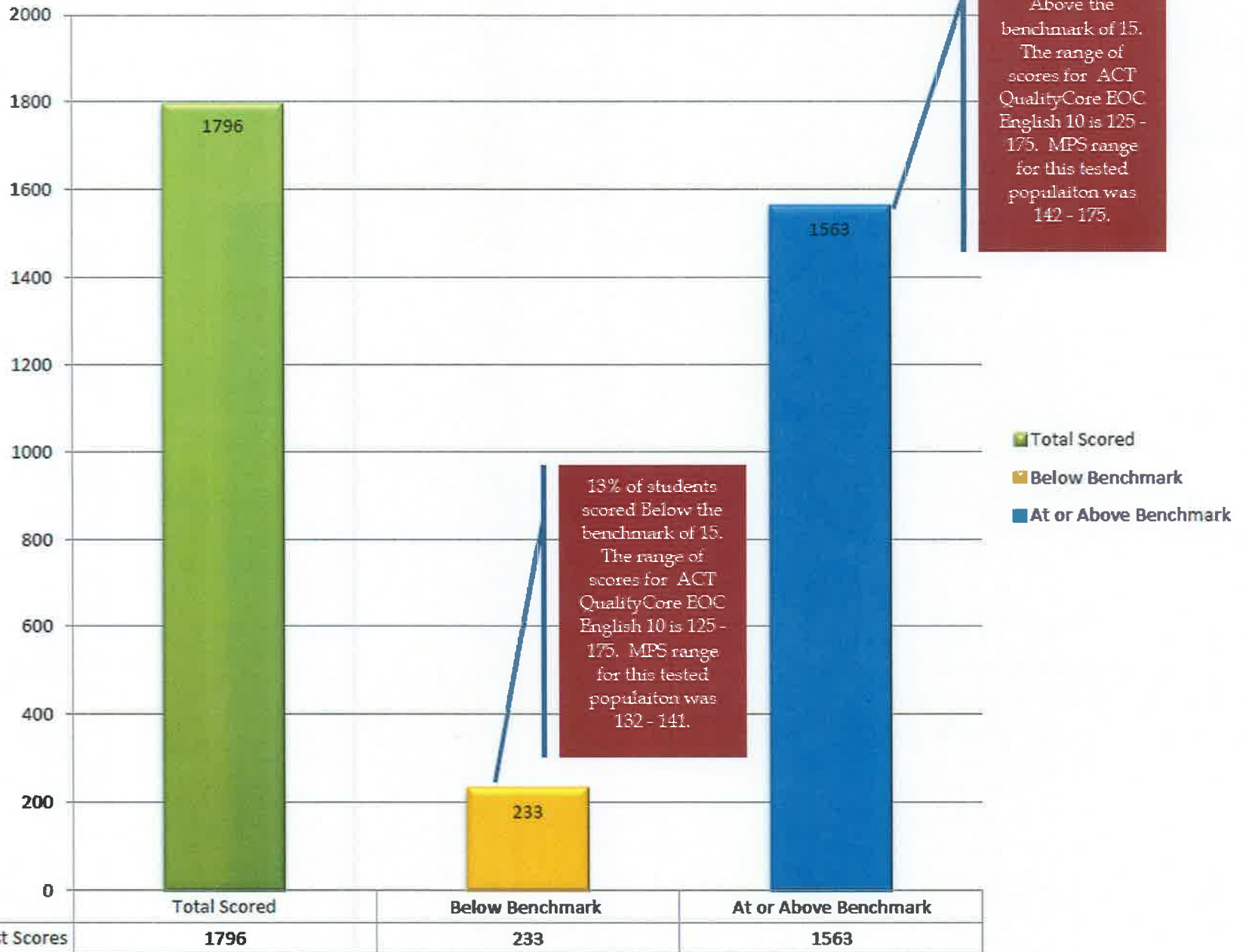


Student Test Scores	2768	2235	533
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# MPS Spring 2014 ACT QualityCore Final Score for Algebra I

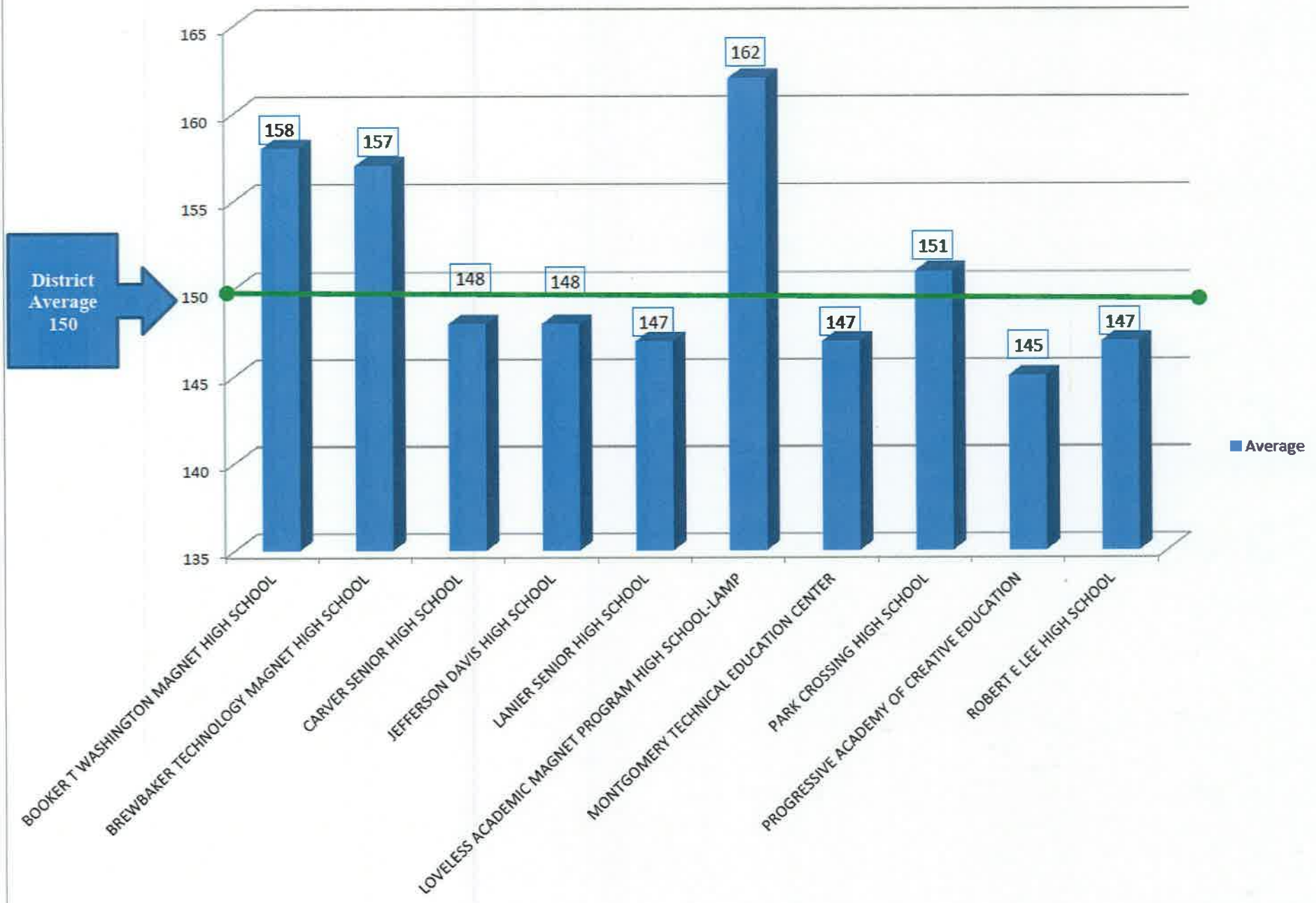


# MPS Spring 2014 ACT QualityCore EOC English 10





# MPS Spring 2014 ACT QualityCore Final Score for English 10



**System Summary Report**  
 Montgomery County  
 051

**Grade 5**

**Alabama Science Assessment (Formerly Part of ARMT<sup>+</sup>)**  
*Results for Science*

Test Date: Spring 2014  
 Students Tested: 2,354  
 Mean Scale Score: 540.7

**Science**

		Total*		
		Points Possible	Mean Points Correct	Mean Percent Correct
<b>Physical Science Standards</b>		<b>36</b>	<b>18.2</b>	<b>51%</b>
1	Identify evidence of chemical changes through color, gas formation, solid formation, and temperature change.	6	3.7	62%
2	Define mass, volume, and density.	6	3.0	51%
3	Use everyday indicators to identify common acids and bases.	6	2.3	39%
4	Describe forms of energy, including chemical, heat, light, and mechanical.	6	3.1	52%
5	Contrast ways in which light rays are bent by concave and convex lenses.	6	2.5	41%
6	Compare effects of gravitational force on Earth, on the moon, and within space.	6	3.5	59%
<b>Life Science Standards</b>		<b>18</b>	<b>10.3</b>	<b>57%</b>
7	Identify common parts of plant and animal cells, including the nucleus, cytoplasm, and cell membrane.	6	3.2	54%
8	Identify major body systems and their functions, including the circulatory system, respiratory system, excretory system, and reproductive system.	6	3.5	58%
9	Describe the relationship of populations within a habitat to various communities and ecosystems.	6	3.6	59%
<b>Earth and Space Science Standards</b>		<b>12</b>	<b>7.3</b>	<b>61%</b>
10	Identify spheres of Earth, including the geosphere, atmosphere, and hydrosphere.	6	3.1	52%
11	Compare distances from the sun to planets in our solar system.	6	4.2	70%

\* All items are multiple choice

Achievement Levels	Performance	Number	Percent
Level IV	Exceeds Standards	732	31%
Level III	Meets Standards	871	37%
Level II	Partially Meets Standards	716	30%
Level I	Does Not Meet Standards	35	1%



**System Summary Report**  
 Montgomery County  
 051

**Grade 7**

**Alabama Science Assessment (Formerly Part of ARMT<sup>+</sup>)**  
 Results for Science

Test Date: Spring 2014  
 Students Tested: 2,220  
 Mean Scale Score: 484.0



**Science**

		Total*		
		Points Possible	Mean Points Correct	Mean Percent Correct
<b>Life Science Standards</b>		<b>66</b>	<b>30.6</b>	<b>46%</b>
1	Describe characteristics common to living things, including growth and development, reproduction, cellular organization, use of energy, exchange of gases, and response to the environment.	6	2.7	46%
2	Identify functions of organelles found in eukaryotic cells, including the nucleus, cell membrane, cell wall, mitochondria, chloroplasts, and vacuoles.	6	3.3	54%
3	Relate major tissues and organs of the skeletal, circulatory, reproductive, muscular, respiratory, nervous, and digestive systems to their functions.	9	4.3	48%
4	Describe organisms in the six kingdom classification system by their characteristics.	8	3.4	43%
5	Identify major differences between plants and animals, including internal structures, external structures, methods of locomotion, methods of reproduction, and stages of development.	6	3.0	51%
6	Describe evidence of species variation due to climate, changing landforms, interspecies interactions, and genetic mutation.	6	2.7	44%
7	Describe biotic and abiotic factors in the environment.	6	2.7	45%
8	Describe the function of chromosomes.	6	2.8	47%
9	Identify the process of chromosome reduction in the production of sperm and egg cells during meiosis.	4	2.4	60%
10	Identify differences between deoxyribonucleic acid (DNA) and ribonucleic acid (RNA).	6	2.5	41%
11	Identify Mendel's laws of genetics.	3	0.7	24%

Achievement Levels	Performance	Number	Percent
Level IV	<b>Exceeds Standards</b>	353	16%
Level III	<b>Meets Standards</b>	663	30%
Level II	<b>Partially Meets Standards</b>	1,096	49%
Level I	<b>Does Not Meet Standards</b>	108	5%

\* All items are multiple choice

## How to Improve Scores and Increase College Readiness

10% of your students met all four ACT College Readiness Benchmark Scores (Table 1.1). To improve students' scores and increase the percentage of students identified as college ready, ACT suggests:

1,683

**PROVIDING ACCESS FOR ALL STUDENTS TO TAKE THE ACT:** 1,513 of your students are included in this report (the 'cohort'). Increasing access insures that more students have the opportunity to consider college and allows the reader to use this report to evaluate how well courses and instructional programs are preparing students for college and work.

**MAKING CORE CURRICULUM A PRIORITY:** Emphasize the need for all students to develop college and work ready skills, regardless of postsecondary aspirations. 60% of the students in the cohort reported taking courses that would be considered 'Core or More' (Table 1.4).

**MAKING SURE STUDENTS ARE TAKING THE RIGHT KINDS OF COURSES:** Table 3.2 reports 13% of the cohort took less than three years of math courses. Of these students, 2% were college ready. 10% of the cohort reported taking a course sequence of Algebra I, Algebra II, and Geometry. 0% of these students were college ready. In comparison, 19% of the students who took 3 or more years of math beyond Algebra I, Algebra II, and Geometry were college ready. Getting more students ready for Algebra prior to 9th grade will increase the chances that students will be prepared for and take advanced-level math courses.

Similarly, Table 3.2 reports 18% of the cohort took less than three years of natural science courses. 7% of these students were college ready. In comparison, 18% of students who took at least three years of science coursework were college ready.

**EVALUATING RIGOR OF COURSES:** Table 2.6 reports the percentage of students falling in each of the ACT College Readiness Standards score ranges. For example, approximately 82% of the cohort fall into the lowest three Mathematics score ranges. To increase these students' achievement, identify the standards they should focus on next by accessing ACT's College Readiness Standards at [www.act.org/standard](http://www.act.org/standard).

**PLAN GUIDANCE ACTIVITIES BASED ON STUDENTS' CAREER AND COLLEGE ASPIRATIONS:** Data in Tables 4.1 and 4.2 enable the reader to determine if aspirations are consistent with academic performance and whether among students with similar aspirations, academic performance is consistent across racial/ethnic groups.

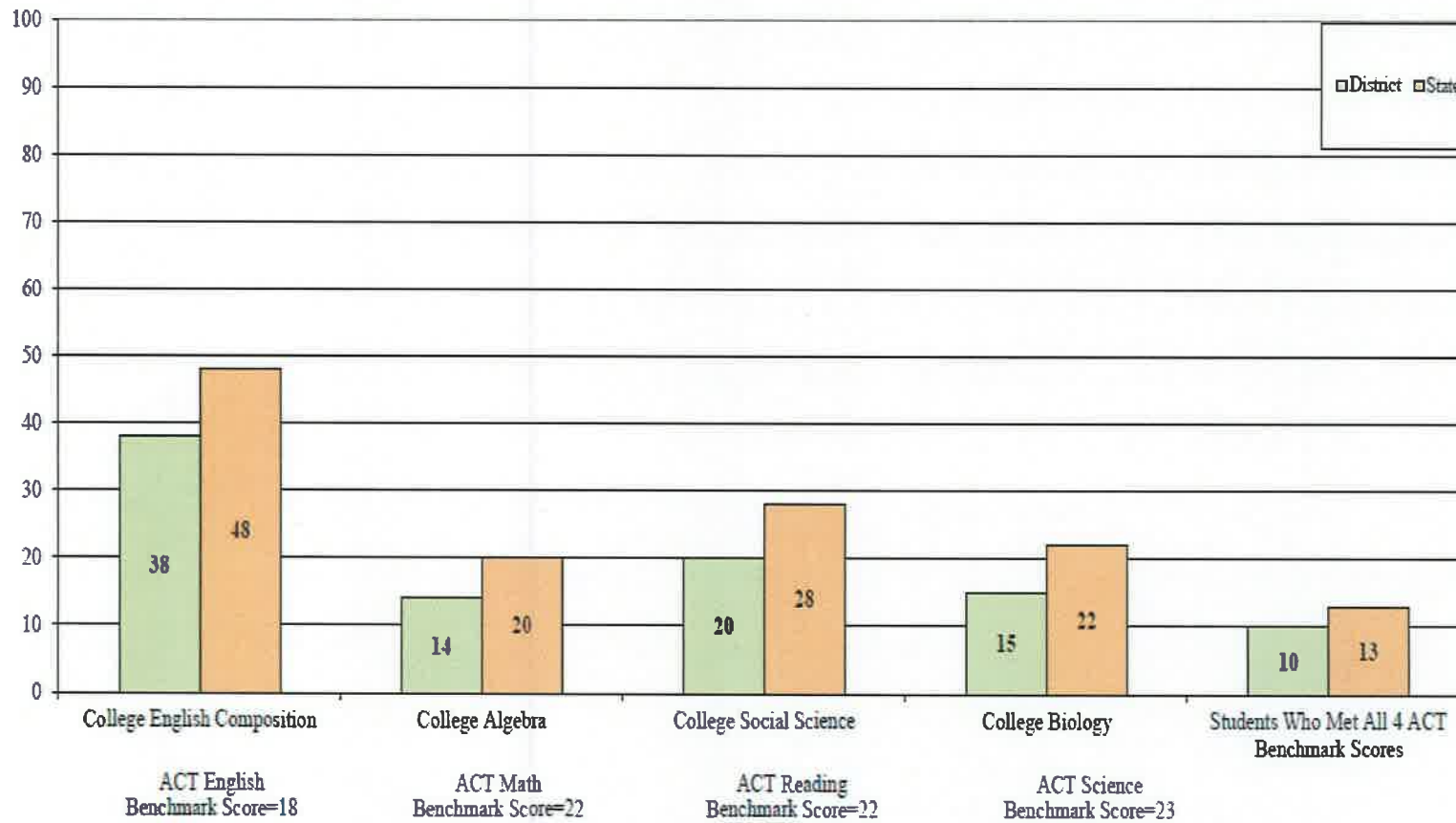
ACT's **College Readiness Standards** are sets of statements intended to help students, parents and educators understand the meaning of test scores. The standards relate test scores to the types of skills needed for success in high school and beyond. They serve as a direct link between what students have learned and what they are ready to do next. The ACT is the only college readiness test for which scores can be tied directly to standards. *Connecting College Readiness Standards to the Classroom* interpretive guides can be found at [www.act.org/standard/infoserv.html](http://www.act.org/standard/infoserv.html).

Only the ACT reports **College Readiness Benchmark Scores** – A benchmark score is the minimum score needed on an ACT subject-area test to indicate a 50% chance of obtaining a B or higher or about a 75% chance of obtaining a C or higher in the corresponding credit-bearing college courses, which include English Composition, Algebra, Social Science and Biology. These scores were empirically derived based on the actual performance of students in college. The College Readiness Benchmark Scores, updated in August of 2013, are:

<b>College Course/Course Area</b>	<b>ACT Test</b>	<b>Benchmark Score</b>
English Composition	English	18
Algebra	Mathematics	22
Social Sciences	Reading	22
Biology	Science	23

For more information, go to [www.act.org](http://www.act.org)

Figure 1.1. Percent of Your Students Ready for College-Level Coursework



A benchmark score is the minimum score needed on an ACT subject-area test to indicate a 50% chance of obtaining a B or higher or about a 75% chance of obtaining a C or higher in the corresponding credit-bearing college course.

**Figure 3.5. Percent of Students Who Met ACT College Readiness Benchmark Scores by Race/Ethnicity: ALL FOUR**

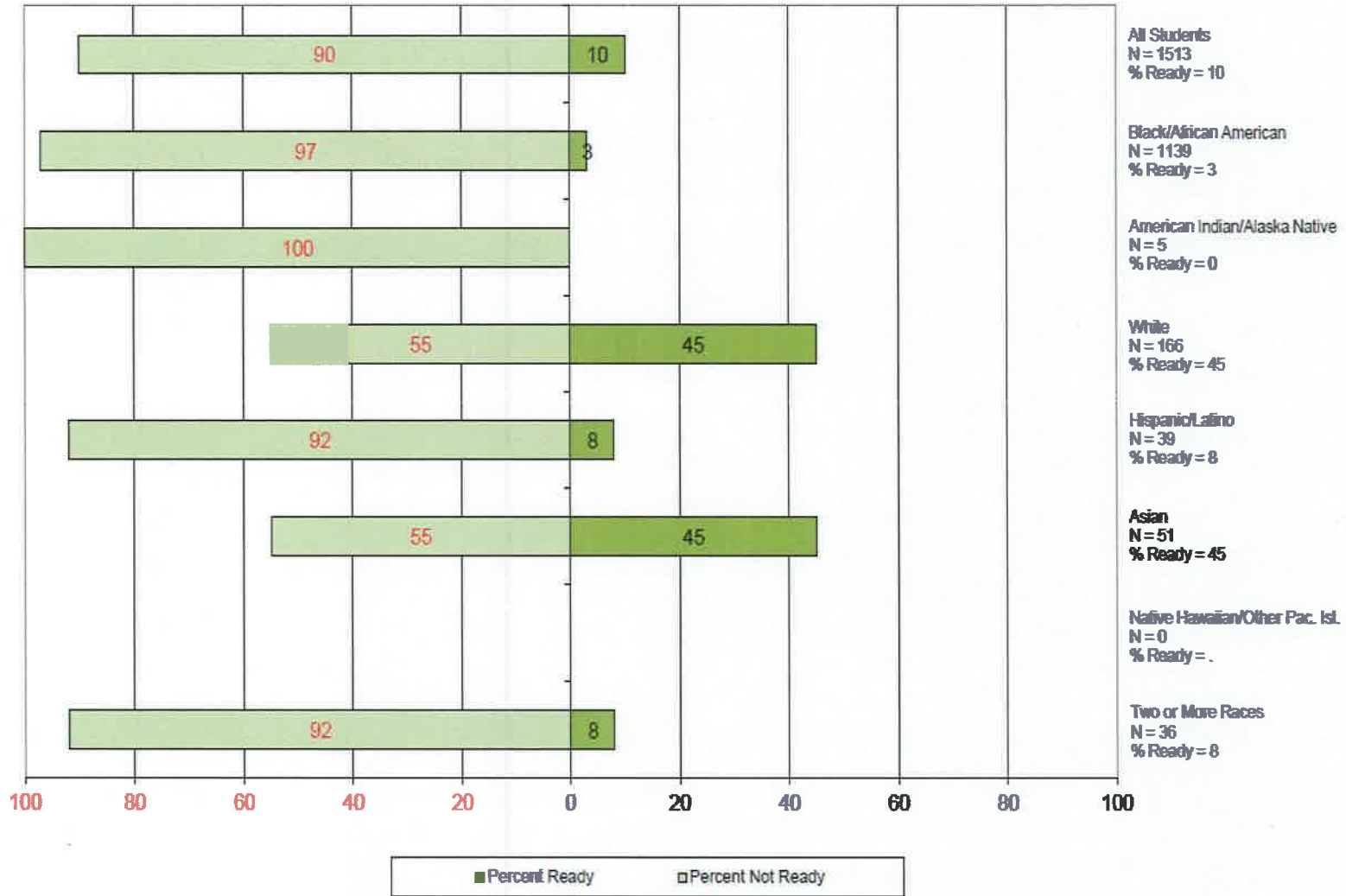


Table 4.3. Students' Score Report Preferences at Time of Testing

Name	State	Number of Students			Percent of Students in College Readiness Standards Ranges						
		Total	1st Choice	2nd-6th Choice	01-12	13-15	16-19	20-23	24-27	28-32	33-36
AUBURN UNIVERSITY	Alabama	486	212	274	7	30	25	18	12	6	2
ALABAMA STATE UNIVERSITY	Alabama	408	151	257	14	51	26	7	1	0	0
TROY UNIVERSITY-TROY	Alabama	348	74	274	11	41	29	11	6	2	0
UNIVERSITY OF ALABAMA IN BIRMINGHAM	Alabama	343	133	210	4	29	33	17	10	6	1
UNIVERSITY OF ALABAMA	Alabama	330	113	217	6	25	32	18	12	6	1
AUBURN UNIVERSITY MONTGOMERY	Alabama	259	70	189	9	39	27	16	7	2	0
ALABAMA A & M UNIVERSITY	Alabama	214	73	141	16	52	24	7	1	0	0
UNIVERSITY OF SOUTH ALABAMA	Alabama	168	40	128	3	23	30	24	10	8	2
TUSKEGEE UNIVERSITY	Alabama	163	24	139	12	42	26	17	2	0	0
GEORGIA STATE UNIVERSITY	Georgia	88	19	69	8	49	33	9	1	0	0
STATE-NO COLLEGE PLANS	Iowa	82	82	0	17	38	24	12	7	1	0
FAULKNER UNIVERSITY	Alabama	71	10	61	13	41	28	11	4	3	0
FLORIDA A&M UNIVERSITY	Florida	63	12	51	5	38	37	16	5	0	0
CLARK ATLANTA UNIVERSITY	Georgia	59	11	48	5	37	44	12	2	0	0
AIR FORCE ROTC SCHOLARSHIP	Alabama	53	24	29	17	45	23	8	4	2	2
UNIVERSITY OF ALABAMA IN HUNTSVILLE	Alabama	50	8	42	12	24	26	20	12	4	2
UNIVERSITY OF MONTEVALLO	Alabama	47	13	34	6	15	19	34	17	9	0
ART INSTITUTE OF ATLANTA THE	Georgia	46	18	28	13	33	43	9	2	0	0
FLORIDA STATE UNIVERSITY	Florida	45	8	37	18	33	24	16	9	0	0
TRENHOLM STATE TECH COLL-TRENHOLM CMP	Alabama	44	16	28	30	43	23	2	2	0	0
NCAA ELIGIBILITY CENTER	Indiana	40	24	16	10	65	23	3	0	0	0
UNIVERSITY OF GEORGIA	Georgia	37	9	28	8	41	22	16	8	5	0
GEORGIA INSTITUTE OF TECHNOLOGY	Georgia	35	5	30	3	26	17	20	11	20	3
VANDERBILT UNIVERSITY	Tennessee	35	12	23	3	6	17	20	23	23	9
UNIVERSITY OF FLORIDA	Florida	33	6	27	6	33	39	18	0	3	0
HUNTINGDON COLLEGE	Alabama	32	6	26	6	34	25	22	6	6	0
MILES COLLEGE	Alabama	32	2	30	19	47	19	16	0	0	0
SAMFORD UNIVERSITY	Alabama	31	6	25	3	26	26	19	3	23	0
SPELMAN COLLEGE	Georgia	25	5	20	4	48	24	16	8	0	0
JACKSONVILLE STATE UNIVERSITY	Alabama	23	0	23	22	22	43	9	0	4	0
All Other Institutions		1,615	274	1,341	12	37	27	11	7	5	2
<b>Total</b>		<b>5,305</b>	<b>1,460</b>	<b>3,845</b>	<b>10</b>	<b>37</b>	<b>28</b>	<b>13</b>	<b>7</b>	<b>4</b>	<b>1</b>



**Table 5.1. Average ACT English and Writing Scores by Race/Ethnicity and Gender for students who took ACT Writing**

	N		Average ACT Scores					
			English		Essay		English/Writing Combined	
	District	State	District	State	District	State	District	State
<b>All Students</b>	<b>1,510</b>	<b>48,076</b>	<b>16.5</b>	<b>17.9</b>	<b>5.8</b>	<b>5.7</b>	<b>15.9</b>	<b>16.8</b>
Black/African American	1,136	13,966	15.2	14.8	5.6	5.2	14.8	14.1
American Indian/Alaska Native	5	375	13.6	16.8	6.4	5.5	14.4	15.8
White	166	25,856	24.0	19.7	7.0	6.0	22.4	18.4
Hispanic/Latino	39	2,322	15.1	16.4	5.5	5.6	14.6	15.7
Asian	51	599	23.5	21.7	7.1	6.5	22.3	20.4
Native Hawaiian/Other Pac. Isl.	0	61	.	16.0	.	5.8	.	15.5
Two or more races	36	1,400	19.4	18.8	6.9	5.9	19.1	17.6
Prefer not/No Response	77	3,497	14.4	16.9	5.6	5.4	14.2	15.8
<b>Males</b>	<b>681</b>	<b>22,765</b>	<b>16.2</b>	<b>17.3</b>	<b>5.4</b>	<b>5.3</b>	<b>15.3</b>	<b>16.0</b>
Females	802	23,168	16.9	18.6	6.3	6.1	16.6	17.8
Missing	27	2,143	13.6	16.7	5.3	5.5	13.3	15.7