

PREPARING STUDENTS FOR THE ACT THROUGH CORE INSTRUCTION

Research to Practice

Rebecca Peterson, College and Career Readiness | ACT | Utah Aspire Plus
Megan Lopez, Secondary Language Arts Assessment
Whitney Barlow, Mathematics Assessment
Scott Roskelley, Science Assessment
Stephanie Weiss, Shmoop



Passed ADA accessibility check 06/23/2018

INTRODUCTIONS

- Rebecca Peterson
- Megan Lopez
- Whitney Barlow
- Stephanie Weiss

Download the ACT
Crosswalk draft document
from this QR code:





**HIGH QUALITY CORE INSTRUCTION =
BETTER ACT RESULTS THAN INTENSIVE
ACT PREP DURING CLASS TIME ¹**

Challenging academic atmosphere, curriculum, and critical thinking provides best shot at ACT success

WHAT DOESN'T WORK

Spending *class time* on test prep does not make students more prepared for the ACT. ¹

What works?



LONG-TERM PREPARATION MATTERS

Research says . . .



- Children who do not read proficiently by the end of third grade are *four times* more likely to leave school without a diploma than proficient readers (Hernandez, 2011)

Hernandez, D. (2011). *Double jeopardy: How third-grade reading skills and poverty influence high school graduation*. Baltimore: The Annie E. Casey Foundation, p. 3.



LONG-TERM PREPARATION MATTERS, CONT.

Students who arrive at school ready to learn but then miss 10 percent of kindergarten and first grade score 60 points below regularly attending students on third-grade reading tests, on average (Applied Survey Research, 2011).

Absenteeism strongly correlates with poor student outcomes, K – 12 (Allensworth & Easton, 2007).

Allensworth, E. M., & Easton, J. Q. (2007). *What matters for staying on track and graduating in Chicago Public High Schools: A close look at course grades, failures, and attendance in the freshmen year*. Chicago: Consortium on Chicago School Research. Retrieved from <http://ccsr.uic.edu/sites/default/files/publications/07%20What%20Matters%20Final.pdf>

Applied Survey Research. (2011). *Attendance in early elementary grades: Associations with student characteristics, school readiness, and third grade outcomes*. Mini-report prepared for Attendance Works. Watsonville, CA: Applied Survey Research. Retrieved from www.attendanceworks.org/wordpress/wp-content/uploads/2010/04/ASR-Mini-Report-AttendanceReadiness-and-Third-Grade-Outcomes-7-8-11.pdf





INSTRUCTIONAL PRACTICES IN ENGLISH, READING, & WRITING

Using Core
instruction to build
skills

HOW TO PREP — ENGLISH/LA CLASSES KEY WORDS?

- Ask students to improve a piece of writing and routinely write
- Have students explain how writers use tools like symbolism
- Students should discuss how culture, time, or place affects an author's writing
- Get students to debate the meaning of their readings
- Have students rewrite papers or essays in response to comments
- Teach the Core and use the Crosswalks

University of Chicago Urban Education Institute. (2008). *ACT Success: Good Grades, Not Test Practice*



HOW TO PREPARE FOR ACT WRITING

- Discussions and debates
- Write with different purposes for different audiences
- Analyze issues and identify authors' perspectives and purposes
- Write with a time limit to practice clearly conveying ideas within a limited timeframe
- Utah Compose
- Shmoop
- Have students practice hand writing essays
- Instruct on multiple text structures
- Use outlines

ACT. (2017). *Preparing for the ACT Test*. Retrieved from: <http://www.act.org/content/dam/act/unsecured/documents/Preparing-for-the-ACT.pdf>



SHMOOP - LOGIN OR CREATE A TEACHER ACCOUNT

For a new account:

school or starting a new year?

Enter Magic Word

SUBMIT

Case sensitive

- Go to Schools.shmoop.com
- In the purple box, enter the teacher magic word, "CANYONLANDS" (in all caps)
 - *The magic word will change to "MOUNTAINS" on August 1st, 2018*
- Choose school
- Click "Create teacher account"
- Enter new user information
- Click "Create Account"

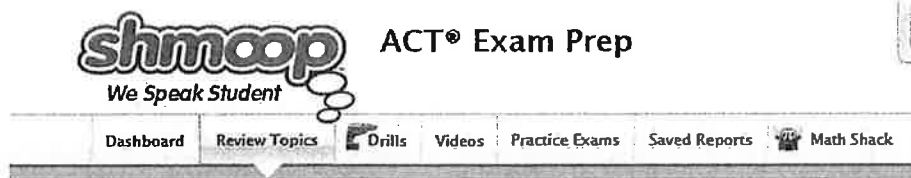
FINDING TOPICS TO EMBED IN INSTRUCTION

Click on "Test Prep"

Click on "ACT"

Click on the "Review Topics" tab

Choose a subject to locate materials





CROSS-CURRICULAR PRACTICES

Using Core instruction to build skills

IN ALL CLASSES



Learn metacognitive skills and self-evaluation skills

Students should:

- Read questions carefully – determine what the question is asking
- On timed multiple-choice tests:
 - Practice pacing,
 - answer the easiest questions first,
 - Use logic to answer more difficult questions - try to eliminate incorrect answers and compare answer choices,
 - Answer every question (practice ACT and ACT).



CORE INSTRUCTION AND THE ACT — WHAT CAN YOU USE?



Table talk:

How can you/your teachers use this information to build ACT-related skills in your school?

