

# Harrison High School



**Welcome Sophomores  
&  
Parents/Guardians**

# Understanding Your PLAN Results

## *Preparing for Success*

# Why Take PLAN?

- The PLAN shows your strengths and weaknesses in English, Mathematics, Reading, and Science.
- PLAN lets you know if you're on target for college.
- PLAN helps you find careers that match your interests.
- PLAN helps you prepare for the ACT.

# Using Your PLAN Results Student Guide to PLAN



# Student Score Report

- **What is the Student Score Report?**

This report is an individualized score report detailing scores received on the assessment, and the career plans and needs indicated by the student.

- **What will the Student Score Report do?**

The Student Score Report will provide...

- suggestions for improving student academic skills
- careers that match student interests
- indicators of college readiness



**PLAN**

Your Score Report

TAYLOR, ANN C  
1404 8TH ST  
ANYTOWN, USA 00000

GRADE: 10  
SORT CODE: 5

SCHOOL NAME: EXAMPLE HIGH SCHOOL SCHOOL CODE: 000000 TEST FORM: 00A TEST DATE: OCTOBER 22, 2010

**ACT**

Your Scores

Score Range (1-25)	Composite Score	Percent of students scoring at or below your score			
		In the U.S. (Full 158)	In Your School	In Your State	In Your District
18	18	64%	54%	71%	
20	20	79%	78%	82%	
11	11	85%	83%	85%	
10	10	74%	72%	78%	
17	17	57%	49%	70%	
08	08	58%	52%	66%	
08	08	53%	38%	64%	
20	20	78%	74%	81%	
16	16	32%	20%	41%	

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

4-Year College or University

Your Plans

**Your High School Course Plans Compared to Core**

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

Subject	Year 1	Year 2	Year 3	Year 4
English	Core	Core	Core	Core
Mathematics	Core	Core	Core	Core
Social Studies	Core	Core	Core	Core
Science	Core	Core	Core	Core

**About Your Course Plans.** Your plans fall short of recommended courses. Consider taking additional courses in Science. You may want to talk to your counselor or teacher to make sure you are getting the courses you need.

**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?

Subject	Benchmark Score (10th Grade)	Below	At	Above
English	15	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Mathematics	19	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Reading	17	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" 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.

**Admission Standards**

Colleges differ in their admission standards. For example, most students in "selective" colleges have ACT Composite scores in the range of 21 to 26. Some admitted students may have scores outside the range.

Admission Standard	Typical Scores
Open	16-21
Traditional	18-24
Selective	21-26
Highly Selective	25-30

**Profile for Success**

Your Career Area Preference: Management

Successful college sophomores in majors related to your preferred Career Area typically have ACT Composite scores of: 21-25

See Using Your PLAN Results.

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

TAYLOR, ANN C

**Your Career Possibilities**

**STEP 1: You and the World of Work**

The World-of-Work Map is your key to hundreds of jobs in the work world. The map shows 26 Career Areas (groups of similar jobs) according to their basic work tasks involving people, things, data, and ideas.

The map is divided into 12 regions. Each region has a different mix of work tasks. For example, Career Area P (Natural Science & Technologies) mostly involves working with ideas and things.

**STEP 2: Your Interests**

When you completed PLAN you were asked to:

- choose a Career Area you would like.
- complete an interest inventory.

Your results are shown on the World-of-Work Map below.

- You chose Career Area C: Management.
- Your interest inventory results suggest that you may enjoy jobs in map regions 3, 4, and 5. See the Career Areas in those regions.

**STEP 3: Exploring Career Options**

The Career Area List below shows examples of jobs in each of the 26 Career Areas. Review all of the Career Areas, especially those that are shaded.

Circle at least two Career Areas that have jobs you might like best.

Find out more about jobs that are right for you. Use the tips in your booklet, or go to [www.planstudent.org](http://www.planstudent.org).



- Career Area List**
- A. Employment-Related Services**  
Human Resources Manager; Recruiter; Interviewer
  - B. Marketing & Sales**  
Agents (Insurance, Real Estate, etc.); Retail Salesperson
  - 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/Car Driver; 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.); Anesthetist
  - P. Natural Science & Technologies**  
Physicist; Biologist; Chemist; Statistician
  - Q. Medical Technologies (also see Area W)**  
Pharmacist; Optician; Dietitian; Technologist (Diagnostic, 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 O 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

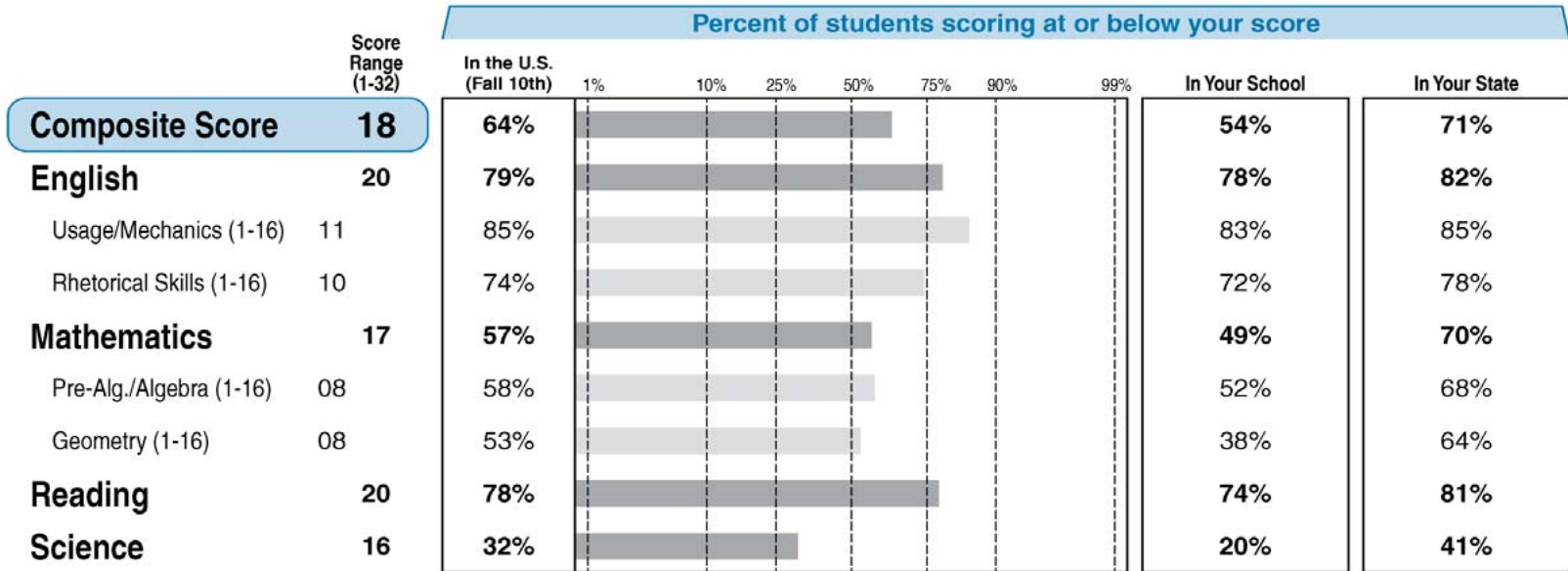
Information for Counselors Scores: RS 14 A3 S4 E7 C6 %Like, Indifferent, Dislike: 22—38—40

# PLAN Score Report



# Your Scores

## Your Scores



# Using Your PLAN Results

You can choose elective classes for next year that match your PLAN results.

- If you're strong in science and math, you might want to consider Honors/AP Chemistry, Honors Physics, AP Biology, Honors Algebra 2, etc.
- If you're strong in English, you might want to consider Journalism, AP Language, Creative Writing, Acting, etc.

# Electives-continued

- If you're interested in careers in **engineering, architecture, automotive, or graphics** make sure to check out the technology, art, math, and science electives.
- If you're interested in **medical** careers, make sure to explore the life management, science, and math electives.
- If you're interested in a **business** career, make sure to take business and math electives.
- Visit [www.ostconline.com](http://www.ostconline.com) Enrolled students spend part of their day actively involved in one of several career clusters at OSTC (1<sup>st</sup>-3<sup>rd</sup> hr) and the end of the school day (4<sup>th</sup> & 5<sup>th</sup> hr) at HHS.
- You get the idea – We have lots of options that relate to careers!

**Course Planner requests will be submitted mid February.**

**Watch for listserv announcements.**

# Your Estimated ACT<sup>®</sup> Composite Score Range

More Info at  
[www.planstudent.org](http://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**

4-Year College or University



# Michigan College Guide

- Take a look at your projected ACT score  
Does it match the competitive score range for the college you want to attend?
  - If so, keep up your strong efforts in school to score well.
  - If not, look at the suggestions that ACT provides to help improve your score.

# College Readiness

## 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 checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Reading	17	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" 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.

# Profile for Success

## Admission Standards

Colleges differ in their admission standards. For example, most students in “selective” colleges have ACT Composite scores in the range of 21 to 26. Some admitted students may have scores outside the range.

<u>Admission Standard</u>	<u>Typical Scores</u>
Open	16–21
Traditional	18–24
Selective	21–26
Highly Selective	25–30

## Profile for Success

### Your Career Area Preference

Management

Successful college sophomores in majors related to your preferred Career Area typically have ACT Composite scores of:

21-25

See *Using Your PLAN Results*.

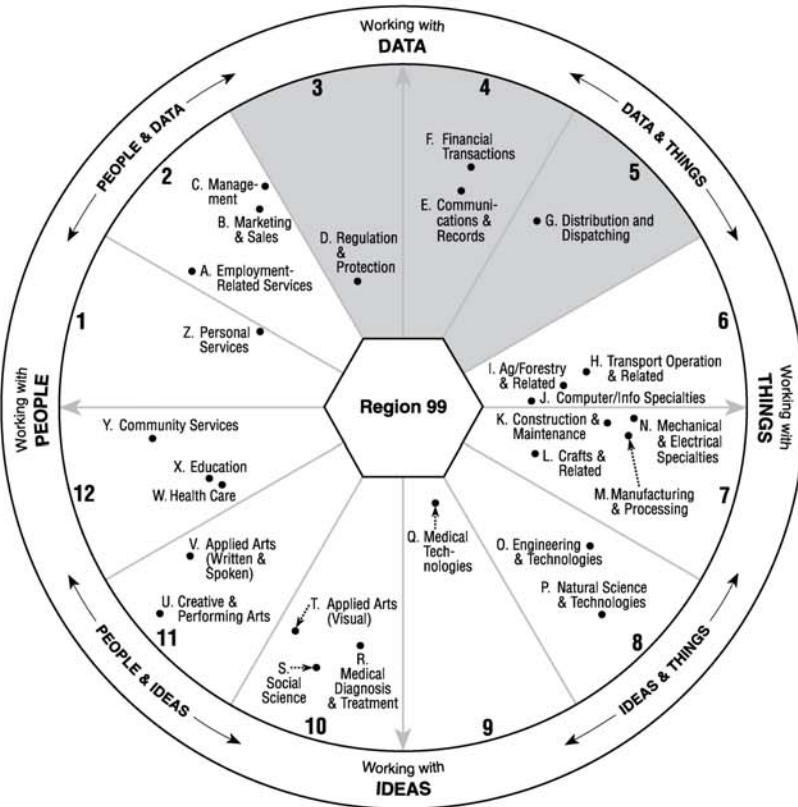
# Areas in Which You Would Like Additional Help

## Your Reported Needs

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

# Your Career Possibilities

World-of-Work Map



**Information for Counselors**

Scores: R5 I4 A3 S4 E7 C6  
%Like, Indifferent, Dislike: 22—38—40

**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

**Your Skills**

More info at [www.planstudent.org](http://www.planstudent.org)

Ask for your test booklet so you can review the questions and your answers. "4" = correct answer, "0" = no response, "A" = marked more than one answer

Suggestions for improving your skills are based on your scores.

English	SUBSCORE AREA (w = Usage; r = Rhetorical Skills)			Content Areas	
	Writing Correct Answer Not Answered	Reading Correct Answer Not Answered	Listening Correct Answer Not Answered	Topic Development	To improve your skills you can:
1	A +	18 D + r	35 A + r	Organization	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
2	C + u	19 D C u	36 B C r		
3	A + u	20 A + u	37 D o u	Word Choice	use transitions (like <i>similarly</i> or <i>to repeat</i> ) 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
4	D + r	21 C + r	38 D o u		
5	B + r	22 C B r	39 A + r	Sentence Structure	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> ) make sure pronoun person is consistent in a sentence; for instance, avoid shifts from one ("When one sees . . .") to you (" . . . you are impressed.")
6	B A + r	23 A + r + f	40 B + r		
7	D + u	24 B + u	41 C B r	Usage	check possessive pronouns (like <i>her</i> or <i>his</i> ) to make sure they are used correctly use the word <i>have</i> (not <i>of</i> ) following verbs like <i>could</i> , <i>would</i> , and <i>should</i> use commas, dashes, or parentheses to set off nonessential information in a sentence delete unneeded commas in compound constructions, as in "Flage waved[,] and rustled."
8	A + u	25 B + u	42 D + r		
9	C + r	26 A D r	43 C + u	Punctuation	revised 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 <i>and</i> or <i>but</i> ) and subordinating conjunctions (like <i>after</i> or <i>though</i> )
10	B A + u	27 C + r	44 A + u		
11	A + u	28 D + r	45 D B r	Usage	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	46 B C r		
13	D + r	30 D + r	47 A + r	Usage	check possessive pronouns (like <i>her</i> or <i>his</i> ) to make sure they are used correctly use the word <i>have</i> (not <i>of</i> ) following verbs like <i>could</i> , <i>would</i> , and <i>should</i> use commas, dashes, or parentheses to set off nonessential information in a sentence delete unneeded commas in compound constructions, as in "Flage waved[,] and rustled."
14	B o r	31 A + u	48 A + r		
15	A + r	32 C + u	49 B + r	Punctuation	check to make sure sentences 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	50 B A r		
17	C + u	34 C B r			

• You correctly answered 34 out of 50 questions.  
 • You omitted 3 questions.  
 • You incorrectly answered 13 questions.

Mathematics	SUBSCORE AREA (s = Algebra; g = Geometry)			Content Areas	
	Writing Correct Answer Not Answered	Reading Correct Answer Not Answered	Listening Correct Answer Not Answered	Basic Operations	To improve your skills you can:
1	A +	15 A + s	29 B C g	Probability	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) calculate the score value you need on your next math test to raise your overall grade by a certain percent
2	C +	16 D A + s	30 D + g		
3	A +	17 C + s	31 A + s	Numbers: Concepts and Properties	predict the outcome of simple events (for example, the sum of two 6-sided fair number cubes when rolled) research, and discuss with others, the uses of number sequences (for example, Fibonacci, arithmetic, geometric)
4	D +	18 D + s	32 C + s		
5	B + g	19 D C g	33 C B g	Expressions, Equations, and Inequalities	obtain lists of formulas and practice substituting positive and negative whole numbers into the formulas to evaluate practice adding and subtracting algebraic expressions such as $(3h + 8k) - (5h - 2k) = -2h + 10k$ practice solving two-step equations such as $2x - 18 = -32$ ; $2x + -14 = x - 7$
6	B A g	20 A + g	34 C B g		
7	D +	21 C + s	35 A + s	Graphical Representations	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 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)
8	A +	22 C B g	36 B C g		
9	C +	23 A + g	37 D B s	Properties of Plane Figures	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)
10	B A g	24 B C g	38 D + s		
11	A + g	25 B + s	39 A + g	Measurement	quiz yourself and practice using the basic area and perimeter formulas for various polygons
12	D C g	26 A D + s	40 B + g		
13	B B g	27 C + s			
14	B + g	28 D C g			

• You correctly answered 21 out of 40 questions.  
 • You omitted 3 questions.  
 • You incorrectly answered 16 questions.

Reading	SUBSCORE AREA			Content Areas	
	Writing Correct Answer Not Answered	Reading Correct Answer Not Answered	Listening Correct Answer Not Answered	Main Ideas and Author's Approach	To improve your skills you can:
1	A +	10 B A	19 D C	Main Ideas and Author's Approach	take notes on a challenging text; decide how the information fits together as a whole practice writing brief summaries of books you have read decide who is telling a story (a child, an adult, etc.) and if that viewpoint relates the story well
2	C +	11 A +	20 A +		
3	A B	12 D C	21 C +	Supporting Details	understand textual details and how they contribute to the author's or narrator's message (for example, strengthening or clarifying it) write an essay about something you've read, supporting your ideas with evidence
4	D +	13 D +	22 C B		
5	B +	14 B o	23 A +	Relationships	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 decide whether comparisons made by the author or narrator help you understand relationships
6	B A	15 A +	24 B C		
7	D +	16 B A	25 B +	Meanings of Words	look up word meanings and determine how the words an author or narrator uses affect people's impressions of a topic or issue defend or challenge the author's or narrator's claims in a text by locating key pieces of information in other sources
8	A B	17 C +			
9	C +	18 D +		Generalizations and Conclusions	make accurate generalizations (avoiding oversimplifications) based on details in the text (for example, "You live there—in that polka-dotted house?" suggests disbelief)

• You correctly answered 15 out of 25 questions.  
 • You omitted 1 question.  
 • You incorrectly answered 9 questions.

Science	SUBSCORE AREA			Content Areas	
	Writing Correct Answer Not Answered	Reading Correct Answer Not Answered	Listening Correct Answer Not Answered	Interpretation of Data	To improve your skills you can:
1	A +	11 A +	21 C +	Interpretation of Data	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 increase by powers of ten) take data from an experiment you or others did and use it to make a line graph and a bar graph
2	C +	12 D C	22 C B		
3	A C	13 D +	23 A +	Scientific Investigation	describe how the values of several pieces of data from a line graph are different (for example, larger or smaller) do an experiment that includes a control group (something used as the basis for comparison) and that uses procedures with several steps create a one-step experiment that will answer a specific question tell how two experiments are the same or different
4	D A	14 B o	24 B C		
5	B +	15 A +	25 B C	Evaluation of Models, Inferences, and Experimental Results	read descriptions of actual experiments and, in each case, see if the reported results support the hypothesis read a scientist's opinion about an observation and figure out what assumptions the scientist made in forming that opinion
6	B A	16 B A	26 A D		
7	D +	17 C +	27 C +		
8	A B	18 D A	28 D B		
9	C A	19 D C	29 B C		
10	B A	20 A +	30 D C		

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

# PLAN Score Report Side 2

# Review Your 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)												<u>Content Areas</u>	
Question	Correct Answer	Your Answer	Subscore	Question	Correct Answer	Your Answer	Subscore	Question	Correct Answer	Your Answer	Subscore	Topic Development	
												Organization	Word Choice
												Sentence Structure	
												Usage	
												Punctuation	
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	41	C	B	r		
8	A	+	u	25	B	+	u	42	D	+	r		
9	C	+	r	26	A	D	r	43	C	+	u		
10	B	A	u	27	C	+	r	44	A	+	u		
11	A	+	u	28	D	+	r	45	D	B	r		
12	D	C	r	29	B	+	u	46	B	C	r		
13	D	+	r	30	D	+	r	47	A	+	r		
14	B	o	r	31	A	+	u	48	A	+	r		
15	A	+	r	32	C	+	u	49	B	+	r		
16	B	A	r	33	C	+	u	50	B	A	r		
17	C	+	u	34	C	B	r						

- You correctly answered 34 out of 50 questions.
- You omitted 3 questions.
- You incorrectly answered 13 questions.

English

# 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.

English

SUBSCORE AREA (u = Usage; r = Rhetorical Skills)											
Question	Correct Answer	Your Answer	Subscore	Question	Correct Answer	Your Answer	Subscore	Question	Correct Answer	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	41	C	B	r
8	A	+	u	25	B	+	u	42	D	+	r
9	C	+	r	26	A	D	r	43	C	+	u
10	B	A	u	27	C	+	r	44	A	+	u
11	A	+	u	28	D	+	r	45	D	B	r
12	D	C	r	29	B	+	u	46	B	C	r
13	D	+	r	30	D	+	r	47	A	+	r
14	B	o	r	31	A	+	u	48	A	+	r
15	A	+	r	32	C	+	u	49	B	+	r
16	B	A	r	33	C	+	u	50	B	A	r
17	C	+	u	34	C	B	r				

- You correctly answered 34 out of 50 questions.
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- You incorrectly answered 13 questions.

## Content Areas

### Topic Development

## 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

### Organization

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

### Word Choice

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

### Sentence Structure

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.”)

### Usage

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*

### Punctuation

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.”)

**PLAN** **ACT**

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HOME THE TEST TIPS YOUR SCORES YOUR FUTURE

### Time to Plan Ahead!

Taking PLAN<sup>®</sup> as a 10th grader is a great way to prepare for the ACT—and helps you get ready to succeed in college and beyond!

**All About the Test** **Tips for Doing Your Best**

**What Your Score Report Tells You** **Thinking About Your Future**

### Did you know?

On average, workers in the U.S. change careers every 3 years.

[More about careers >>](#)

### Alternate Plans

[For Counselors](#)

[For Parents](#)

[For EXPLORE<sup>®</sup> Test Takers](#)

[For ACT Test Takers](#)

### Quick Links

Follow the World-of-Work Map to Your Future Career

How do your scores match up to college requirements?

Find college majors that fit you well

# Free ACT Preparation

Visit the Counseling section of the HHS website for valuable strategies and free test prep.

<http://www.farmington.k12.mi.us/hhs/counseling.php#MME>

# What Do I Do Now?

When using your PLAN Score Report, ask yourself some questions:

- Am I on target for college?
- What skills do I need to improve to be ready for college?
- Am I taking a rigorous core curriculum?
- What careers interest me most?

# Study Skills Checklist

- ✓ Set a regular time and place to study each day and throughout the week.
- ✓ Keep a daily “to do” list.
- ✓ 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 during your regular study times instead of cramming at the last minute.

# Keys to Good Educational and Career Planning

- Take challenging academic courses in high school.
- Explore the many career options available to you and think about how your career choices will affect your future.
- Set career goals and develop an educational plan to achieve them.
- Remember test scores are only ONE factor in the college admission decision!